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ABSTRACT

The Los Angeles City Unified District's special education (SE) programs and services for exceptional children from 3 to 21 years of age are presented textually and graphically. The programs are described as resulting from a recently formulated master plan for future service delivery in as normal a school environment as possible. Information about the division's organization is provided through an organizational chart; a directory of elementary and secondary schools, classes and centers; a map of schools; and descriptions of the executive and advisory councils, and parents' organizations. Information about the California code, eligibility requirements, school placement, current programs offered, location of programs, and program objectives is given for the following handicapping conditions: the deaf and hard of hearing, orthopedically handicapped (who may be served at home through teleclass instruction), speech and hearing handicapped, mentally retarded, severely or multiply handicapped (served in development centers stressing intervention, family respite, and institutional placement prevention), and educationally handicapped (learning disabled and behaviorally disturbed). Among other services offered are occupational education, exceptional pupils' driver education, pupil services (counseling and attendance), federally funded programs (such as sequential physical education instruction), and special health programs and services (nurses and part time physicians in all SE schools). Included in appendixes are data on class size, SE division growth, professional personnel recruitment, and program inception by date. (MC)

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We Serve The Exceptional Child

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SPECIAL EDUCATION DIVISION
LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

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WE SERVE THE EXCEPTIONAL CHILD

SCHOOLS, CLASSES, PROGRAMS AND SERVICES FOR CHILDREN WITH SPECIAL PHYSICAL AND EDUCATIONAL NEEDS

Edited by **JOHN G. ARONOVICI**

Los Angeles City Unified School District
Special Education Division
Publication No. 691
Revised, 1972

William J. Johnston
Superintendent

SPECIAL RECOGNITION

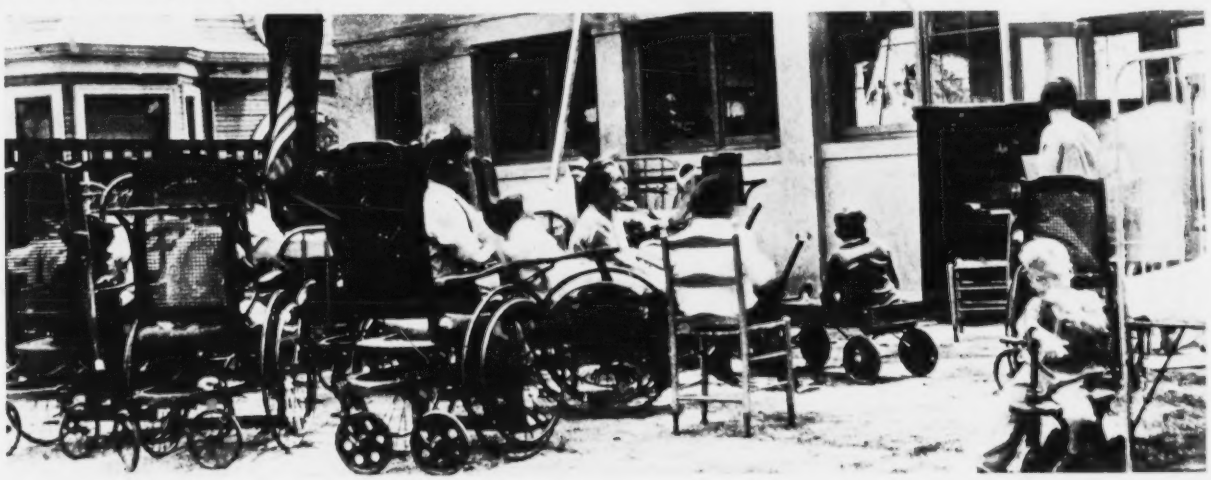
Charles LeRoy Lowman, M.D.

- **Pioneer Educator**
- **Dedicated Physician**
- **Friend of the Handicapped**

In 1919, a young dedicated orthopedic physician, working with children, purchased the old John Singleton Estate. With card parties and other fund raising activities, Dr. Charles LeRoy Lowman and the Crippled Children's Guild raised funds and built the first building of Orthopaedic Hospital. The old estate stables and carriage house became the therapy room and the Guild Volunteers office for preparing dressings; the cast room was housed in a horse stall; and the stable became the school classroom. Outside, the Japanese Fish Pond became a therapy pool.

Dr. Charles LeRoy Lowman believed strongly in TREATING THE WHOLE CHILD. In addition to providing for the children's medical needs, he organized a school program, a hospital orchestra, and special interest clubs for patients. His philosophy led to the creation of many special public school programs for the handicapped. In 1921, 25 pupils occupied the old Singleton stable. Originally the hospital title was *Orthopaedic Hospital-School*. The first class held a graduation ceremony, under the estate oak trees, in braces, wheel chairs, and walkers, in 1925. In 1927, Dr. Lowman led a campaign in the State Legislature to allow the State to reimburse school districts for the time students attended their medical obligations. This law was the basis of what is now the ADA system. In 1949, one of the new Special Education Branch Schools was named for Dr. Lowman. Each year a Dr. Lowman Day is held at the school. The Orthopaedic Hospital has grown and added new buildings, but over the past 50 years, Dr. Charles LeRoy Lowman has been the farsighted leader in providing for the physically handicapped. Under his guidance, the hospital has treated over 200,000 children and has continued to expand its facilities and programs to keep pace with community needs and medical progress.

Special Education recognizes Dr. Charles LeRoy Lowman for his leadership in the education and treatment of the physically handicapped.



FOREWORD

It is with pride that I recognize the Special Education Branch of the School System for the fine way it provides for the many special needs of children with physical and mental handicaps to enable them to achieve their ultimate potential for learning.

It is hoped that this publication will provide a resource for parents, community and educators in seeking ways to meet each child's individual needs for a specialized educational program.

The Special Education Branch has grown from a few classes before the turn of the Century to the many specialized programs serving several thousand pupils enrolled today. At the same time, Special Education Schools have consistently changed and adaptated their programs to meet the demands of society and of children who happen to be handicapped.

My thanks to the many dedicated members of the Special Education Branch staff for making the Los Angeles City Unified School District justly proud.

ROBERT J. PURDY
Associate Deputy Superintendent

Special Education for the Handicapped is in a state of rapid transition. After three quarters of a century of specialized instruction and service in local education agencies, California has just now formulated a Master Plan for the design and new look of Special Education in the future. The Los Angeles City Unified School District is justly proud of its ability to stay in the vanguard of change in innovation to serve all its handicapped children.

Public policy, legislative mandates, and moral commitments dictate that all children be provided an education appropriate to their needs. It is now highly probable that legislation will mandate appropriate special education for all of California's exceptional individuals from age three to twenty-one.

A major priority will be to assure the delivery of special education services in as normal a school environment as possible. This publication, *We Serve The Exceptional Child*, is a word and picture account of the programs and services available in the district to meet these special challenges now and in the years ahead.

ERNEST P. WILLENBERG
Assistant Superintendent
Special Education Division

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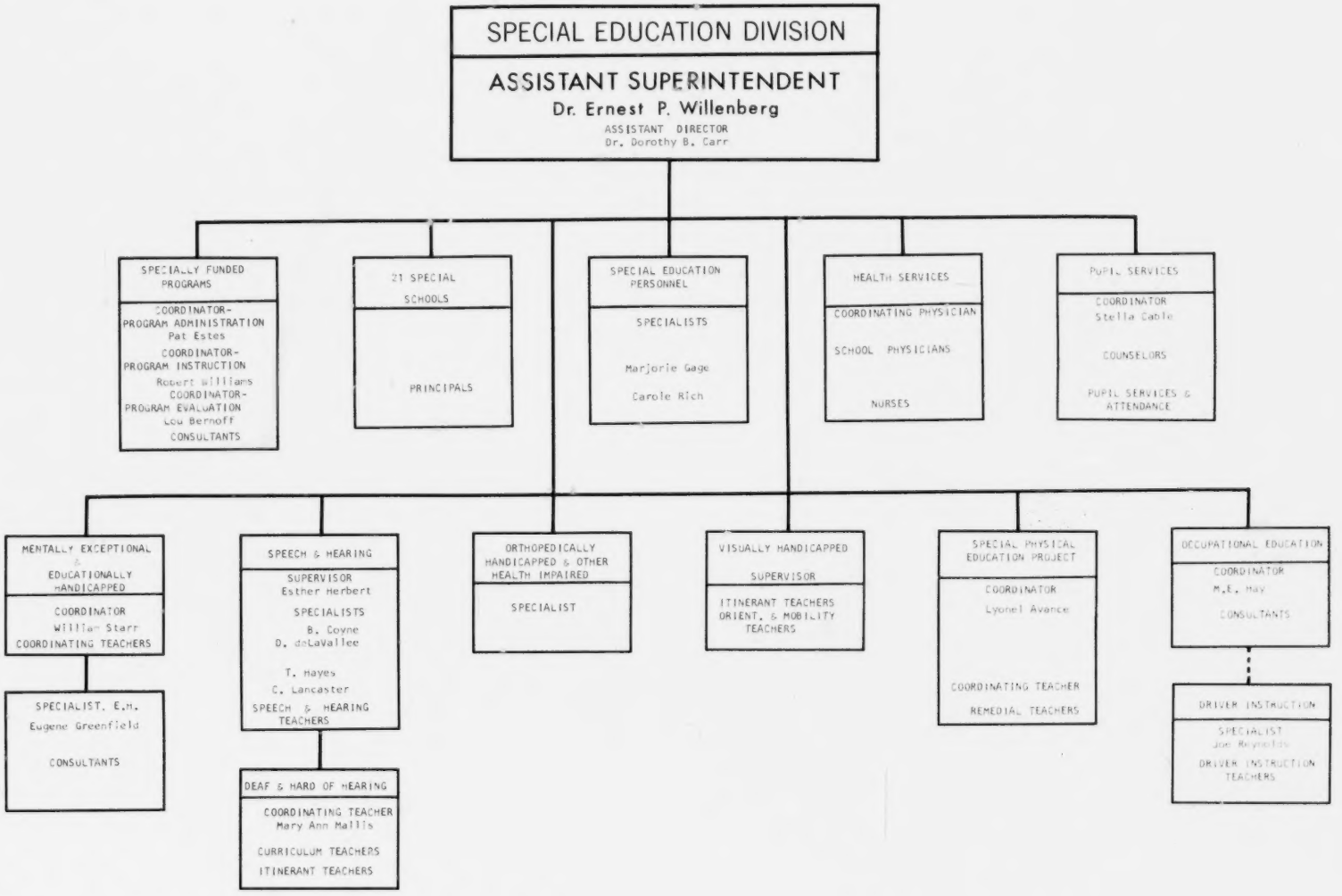
Section I

SPECIAL EDUCATION DIVISION ORGANIZATION

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

ASSOCIATE DEPUTY SUPERINTENDENT

DR. ROBERT J. PURDY



DIRECTORY

SPECIAL EDUCATION DIVISION
EDUCATION AND SERVICE FACILITIES

Los Angeles City Unified School District
450 North Grand Avenue
Los Angeles, California 90012

Ernest P. Willenberg, Ed.D., Assistant Superintendent
Telephone: 687-4775
Dorothy B. Carr, Ed.D., Assistant Director
Telephone: 687-4778

ELEMENTARY

SCHOOLS

Banneker, Benjamin (Trainable Mentally Retarded)
14024 S. San Pedro Street
Los Angeles, California 90061
324-6668

Bennett, Mary E. (Deaf)
166 S. Burlington Avenue
Los Angeles, California 90057
483-3211

Blend, Frances (Visually Handicapped, Multiply Handicapped)
5210 Clinton Street
Los Angeles, California 90004
464-5052

East Valley School (Trainable Mentally Retarded, Multiply Handicapped)
10952 Whipple Street
North Hollywood, California 91602
980-7100

Lokrantz, Sven (Orthopedically Handicapped, Trainable Mentally Retarded, Multiply Handicapped)
19451 Wyandotte Street
Reseda, California 91335
886-8980

Lowman, Charles L. (Orthopedically Handicapped, Trainable Mentally Retarded, Multiply Handicapped, Educationally Handicapped)
12827 Saticoy Street
North Hollywood, California 91605
765-3404

Marlton School (Deaf, Educationally Handicapped)
4000 Santo Tomas Drive
Los Angeles, California 90008
296-7680

McBride, James J. (Educationally Handicapped, Orthopedically Handicapped, Trainable Mentally Retarded, Multiply Handicapped)
3960 Centinela Avenue
Los Angeles, California 90066
391-0568

McDonnell Avenue (Orthopedically Handicapped, Trainable Mentally Retarded, Multiply Handicapped)
4535 E. First Street
Los Angeles, California 90022
269-0391

Pacific Boulevard (Orthopedically Handicapped, Educationally Handicapped, Trainable Mentally Retarded)
5714 Pacific Boulevard
Huntington Park, California 90256
582-8373

Salvin, Sophia T. (Orthopedically Handicapped, Educationally Handicapped, Trainable Mentally Retarded)
1925 Budlong Avenue
Los Angeles, California 90007
731-0703

Sellery, C. Morley (Orthopedically Handicapped, Trainable Mentally Retarded)
15805 S. Budlong Avenue
Gardena, California 90247
327-1202

Shoemaker, Harlan (Orthopedically Handicapped, Trainable Mentally Retarded)
424 Weymouth Avenue
San Pedro, California 90732
833-7059

West Valley School (Trainable Mentally Retarded, Deaf, Multiple Handicapped)
6649 Balboa Boulevard
Van Nuys, California 91406
881-6502

SECONDARY

SCHOOLS

Banneker, Benjamin (Trainable Mentally Retarded)
14024 South San Pedro Street
Los Angeles, California 90061
324-6668

Leichman, Diane S. (Trainable Mentally Retarded)
19034 Gault Street
Reseda, California 91335
881-5341

Marlton School (Deaf)
4000 Santo Tomas Drive
Los Angeles, California 90008
296-7680

McAlister, Howard (Cyesis)
2808 Glassell Street
Los Angeles, California 90026
381-2823

Branches at:

Northeast Health Center
Pacoima Health Center
Southwest Health Center
Venice Health Center

Miller, Joaquin (Orthopedically Handicapped, Physically Handicapped, Educationally Handicapped)
8218 Vanalden Avenue
Reseda, California 91335
885-1646

Ninth Street School (Trainable Mentally Retarded)
820 Towne Avenue
Los Angeles, California 90021
627-5488

Riley, Thomas (Cyesis)
936 Yale Street
Los Angeles, California 90012
687-4792

Branches at:
Booth Health Center
South Health Center
South East Health Center
Wilmington Health Center

Widney, Joseph P. (Orthopedically Handicapped, Visually Handicapped)
2302 South Gramercy Place
Los Angeles, California 90018
731-8633

OTHER CLASSES, CENTERS, AND SCHOOLS

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS

Lowman School – 765-3404
105th Street
(Branch of Sellery School) – 756-8910
McDonnell Avenue School – 269-0391

TELECLASS CENTERS

Lokrantz School
Miller High School
Salvin School
Sellery School
Widney High School

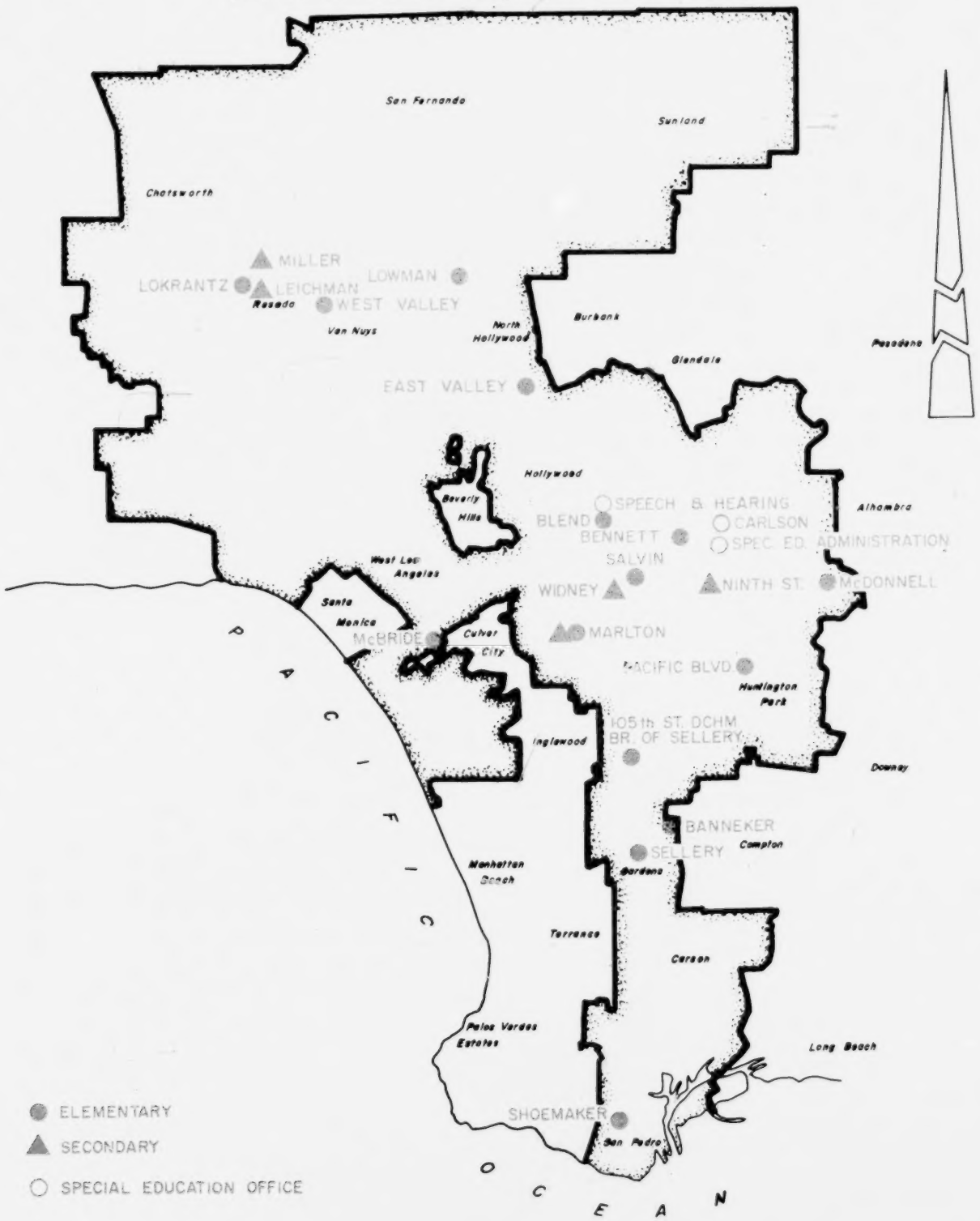
Berenice Carlson Hospital School
936 Yale Street
Los Angeles, California 90012
687-4794

Classes at:
Children's Hospital
Children's Hospital Rehabilitation Center
Harbor General Hospital
Kaiser Hospital – Sunset
Los Angeles County/USC Medical Center
Orthopaedic Hospital
Shriners Hospital
U.C.L.A. Medical Center

SPECIAL EDUCATION DIVISION SCHOOLS

Elementary and Secondary

(See individual school listings for services offered)



OFFICES

Blind & Partially Seeing
Office: 450 North Grand Avenue
Rosalie Calone, Coordinating Principal
Telephone: 687-4871

Deaf & Hard of Hearing
Office: 1061 Temple Street, Room 211
Mrs. Mary Ann Mallis, Coordinating Teacher
Telephone: 687-4687

Driver Education – Exceptional Pupils
Office: 2302 So. Gramercy Place
Joseph Reynolds, Specialist
Telephone: 731-0651

Educationally Handicapped
Office: 450 North Grand Avenue
Dr. Eugene R. Greenfield, Specialist
Telephone: 687-4754

Mentally Exceptional and Educationally Handicapped Programs
Office: 450 North Grand Avenue
William E. Starr, Coordinator
Telephone: 687-4791

Occupational Education for the Handicapped
Office: 450 North Grand Avenue
Morris E. Hay, Coordinator
Telephone: 687-4781

Orthopedically Handicapped or Other Health Impaired
Dr. Virgil Fornas, Coordinating Principal
Office: 936 Yale Street
Telephone: 687-4794

Pupil Services
Office: 450 North Grand Avenue
Dr. Stella Cable, Coordinator
Telephone: 687-4874

Remedial Physical Education
Office: 450 North Grand Avenue
Lyonel Avance, Project Coordinator
Telephone: 687-4689

Special Education Personnel
Office: 450 North Grand Avenue
Mrs. Marjorie C. Gage, Specialist
Mrs. Carole B. Rich, Specialist
Telephone: 687-4756

Specially Funded Programs
Office: 450 North Grand Avenue
Patrick Estes, Coordinator – Administration
Robert Williams, Coordinator – Instruction
Louis Bernoff, Coordinator – Evaluation
Telephone: 687-4784

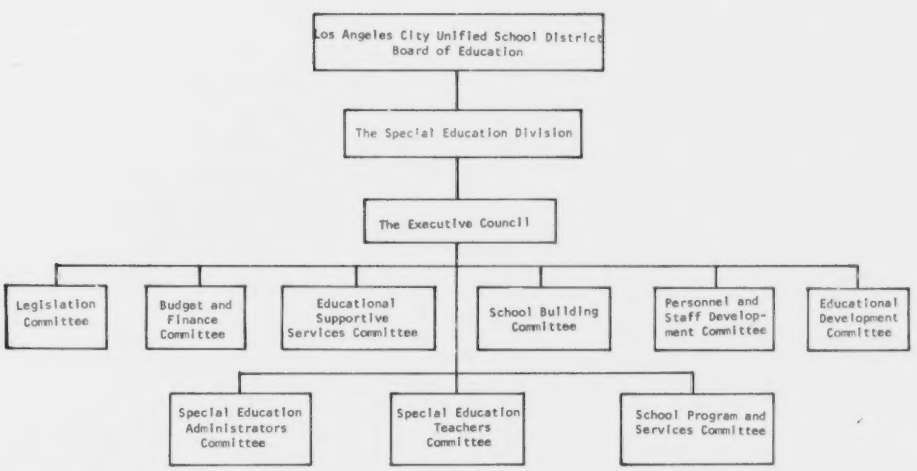
Speech & Hearing
Office: 5210 Clinton Street
Miss Esther Herbert, Supervisor
Telephone: 687-4780

THE SPECIAL EDUCATION EXECUTIVE COUNCIL

OBJECTIVES

1. provide an organizational structure for focusing attention on the needs of and services to handicapped children;
2. extend the base of decision sharing and accountability for Special Education Branch programs by the inclusion of various levels of certificated personnel;
3. serve as a formal channel for communication between the Assistant Superintendent of the Special Education Branch and personnel;
4. with the Assistant Superintendent of Special Education create Branch policies and procedures in accordance with State and District rules, laws, and regulations.

ORGANIZATION



THE SPECIAL EDUCATION ADVISORY COUNCIL

PURPOSE

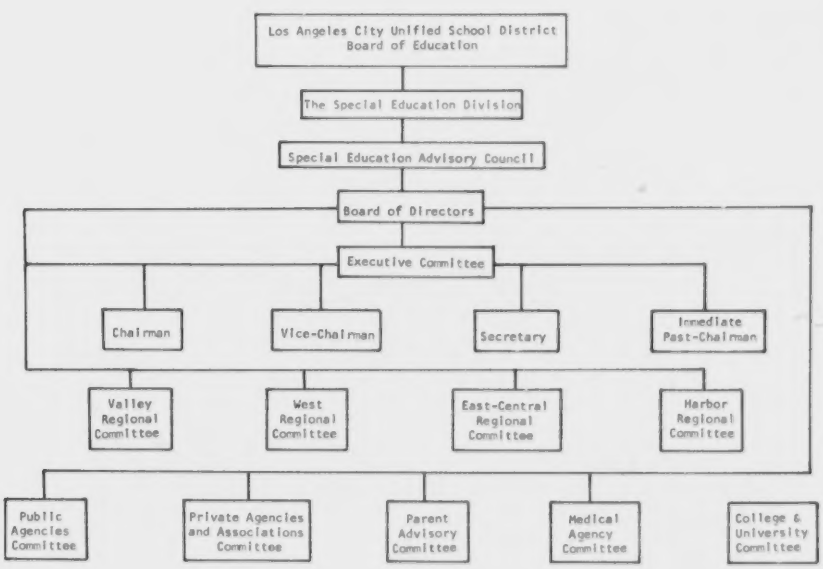
The Special Education Advisory Council is organized to promote the general education and welfare of exceptional children. The Council provides opportunities to study and make recommendations on problems and needs common to all categories of handicapped pupils. Council members are concerned that exceptional persons secure their rightful and meaningful role in society. The educational system should be concerned with and be responsible for the successful education of all children. One of the purposes of the Council is to communicate information that will augment and develop improved services for exceptional children in the Los Angeles City Unified School District. The Special Education Advisory Council is composed of more than 150 members who function in nine subcommittees.

ORGANIZATION

There are four regional Community Advisory Committees and five lay-professional Committees whose members have specific interests concerning the handicapped. The Board of Directors is composed of the chairman of each of these committees, plus the Officers of the Council. The Advisory Council is concerned with both local, region and district-wide matters regarding the handicapped. Each committee is involved in achieving specific objectives while the Council as a whole is involved in general objectives concerning education of all handicapped pupils. The Council is involved with State Legislation and Federally funded programs for the handicapped. Individual organizations participating in Council Committees have made significant contributions to handicapped. An example is Pacific Telephone's electronic talking doll designed to stimulate speech development. (See photo in Speech & Hearing Chapter.)

Special recognition goes to Mr. Denver Bullock, who served as chairman during the first three years.

ORGANIZATION OF SPECIAL EDUCATION ADVISORY COUNCIL



Questions regarding the Special Education Advisory Council should be referred to the Assistant Director, Dr. Dorothy B. Carr, 687-4778.

ORGANIZATIONS FOR PARENTS

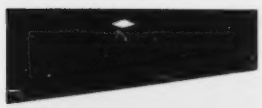
SCHOOL PARENT ORGANIZATIONS exist in all of the Handicapped Schools. Meeting times, and further information may be obtained by calling the individual schools listed in the School Directory in Section I.

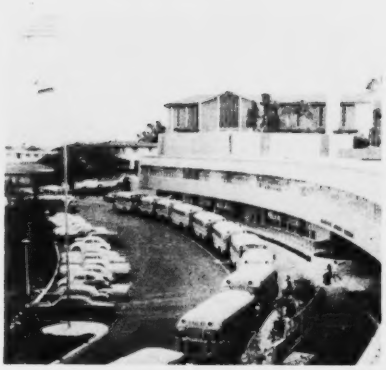
SCHOOL ADVISORY COUNCILS exist in many of the Special Education Schools. Parents and community members advise the school administration on current problems, policies, and program development.

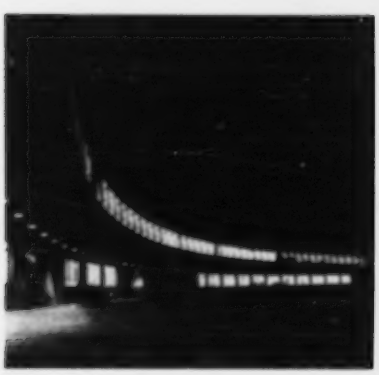
SPECIAL EDUCATION ADVISORY COUNCIL PARENT COMMITTEE is active in community, legislative, and local school district projects. Information and names of current officers may be obtained by calling the Special Education Division Office.

PARENTS NEEDING ASSISTANCE in locating specific school locations, medical and diagnostic facilities and community services should contact specific schools or Program Advisors listed in the Directory Section.

SPECIAL EDUCATION SCHOOL ARCHITECTURE TO MEET THE SPECIAL NEEDS OF HANDICAPPED CHILDREN







Schools for the handicapped are constructed with local District and State funds utilizing the most modern innovative concepts in education. Los Angeles City Unified School District operates one of the largest Special Education programs in the nation and is proud of its facilities. Transportation of handicapped students to special school programs is mandated and subsidized by State Law.

"To every man his chance, to every man, regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can contribute to make him. This....is the promise of America."

.....Thomas Wolfe

Section II

PHYSICALLY EXCEPTIONAL PUPILS

Chapter 1

DEAF AND HARD OF HEARING

Possibly no disability exerts an impact on so many aspects of a child's development as does an early, severe hearing impairment. Intelligence, language, oral communication, school achievement, general adjustment, and ability to relate tend to be adversely affected. Such tendencies, however, are no real measure of a child's potential or human worth. Therefore, it is to the advantage of society, as well as to the child's advantage that he be provided with the most skilled instruction education can devise.

DEFINITION

The definitions for deaf and hard of hearing from the California Administrative Code, Title 5, Section 3600 (a-b).

A. DEAF

A minor is deaf if he comes within the following descriptions:

He has a hearing loss in his better ear that is from 70 decibels in the speech range, the inability to distinguish more than two frequencies at the highest measurable level of intensity, with the result that he cannot understand and acquire speech and language through the sense of hearing, even with sound amplification.

He has a hearing loss in his better ear that averages 50 or more decibels in the speech range, and because he has had a sustained loss from babyhood or very early childhood, does not learn language and speech through the unaided ear.

In the combined opinion of a hearing specialist and a qualified educator, he would benefit from the special educational facilities provided for deaf minors.

B. SEVERELY HARD OF HEARING

A minor is severely hard of hearing if he comes within any of the following descriptions:

He has a hearing loss in his better ear that is from 45 to 70 decibels in the speech range and, as a result, suffers delayed speech and language development to such an extent as to hamper his progress in a regular classroom at a rate commensurate with his intellectual ability.

He has a hearing loss in his better ear that averages more than 30 decibels in his speech range, the loss was sustained in babyhood or early childhood, and it has resulted in delayed speech and language development.

He has a hearing loss in his better ear that averages more than 30 decibels in the speech range, the loss has been diagnosed by a licensed physician and surgeon to be progressive in nature, and the minor, because of delayed speech and hearing development, has need for placement in a special day class or integrated program.

C. THE MODERATELY HARD OF HEARING

A minor is moderately hard of hearing when all of the following statements apply to him:

He has a hearing loss in the better ear of from 20 to 40 decibels in the speech range.

His speech or language is impaired and such impairment presumably is associated with his hearing loss.

His hearing loss interferes with his progress in a regular classroom.

His individual and educational needs indicate placement in a remedial class.

A licensed physician and surgeon, audiologist, or teacher (or specialist) holding a credential in the area of the speech and hearing handicapped, has assessed the extent of the minor's hearing impairment and has recommended that he receive remedial instruction.

PLACEMENT

Eligibility is based on a medical and audiological evaluation of the auditory deficit. In determining school placement, consideration is given to: (1) the degree of hearing loss, (2) the onset and etiology of the loss, (3) the possibility of maintaining or improving residual hearing, (4) communication skills, (5) location of residence, and (6) past educational experiences. Children may be placed in preschool programs at three years of age.

CURRENT PROGRAMS

A. SPECIAL DAY SCHOOLS – DEAF (ELEMENTARY AND SECONDARY)

Three Los Angeles City Schools which serve hearing impaired pupils are the Mary E. Bennett, West Valley, and the Marlton School for the Deaf. Bennett School provides classes for pupils between the ages of three to thirteen; West Valley School provides classes for pupils between the ages of three to thirteen; and Marlton is designed to serve preschool through high school students. Upon completion of junior high classes for the deaf, some of the students remain at Marlton, while others continue their education at one of the three regular high schools which provide integrated classes for the deaf, staffed with special teachers available for additional assistance to these students.

B. INTEGRATED CLASSES – SEVERELY HARD OF HEARING (ELEMENTARY AND SECONDARY)

Twelve regular schools, including six elementary and three each at junior high school and senior high school levels.

REGULAR ELEMENTARY SCHOOLS		JUNIOR HIGH SCHOOLS	SENIOR HIGH SCHOOLS
Saticoy (6)	Cimarron (3)	Mulholland (5)	Hollywood (3)
Calvert (4)	White Point (4)	Le Conte (1)	Birmingham (2)
Melrose (2)	Los Feliz (1)	Carnegie (2)	Gardena (3)

NOTE: Parenthesis indicate number of classes at time of publication.

In the junior and senior high school these students participate in activities and selected classes with hearing students and are served by special teachers of the deaf and hard of hearing.

C. PRESCHOOL DEAF

Six elementary schools presently serve preschool deaf pupils. The handicapped schools include Bennett, Marlton, and West Valley. The regular elementary schools include WhitePoint and Calvert schools.

D. ITINERANT TEACHER PROGRAM

For elementary and secondary age pupils who do not need special class placement, itinerant services are provided by a special teacher of the deaf. The pupils attend their neighborhood school and are provided tutorial services two to three times a week.

E. DEAF-BLIND

Programs for deaf-blind preschool students are operated at two locations – West Valley School and the Frances Blend School.

These highly specialized programs admit children from ages three through seven who have both a serious visual and auditory handicap. A team teaching approach is used, employing three teachers: a head teacher, who is trained and experienced with the blind, a teacher of the deaf, and a preschool teacher.

PROGRAM OBJECTIVES

A. DEAF (PRESCHOOL THROUGH HIGH SCHOOL)

Elementary pupils between the ages of three and twenty-one whose hearing is so seriously impaired that they cannot acquire communication skills by auditory means.

1. To provide optimum development of the whole child through early school experiences, and a variety of instructional techniques to develop maximum ability to live in an adult world.
2. To encourage appropriate habits of social behavior through emphasis of social skills and provision of social experiences.
3. To develop auditory-perception skills through use of auditory amplification and hearing aids.
4. To provide instruction, and make necessary adaptations, in core curriculum subjects to meet the individual needs of each student.
5. To develop communication skills through approaches that will utilize the individual child's abilities. Instruction may utilize speech, reading, writing, speech reading and manual communication.
6. To provide an optimum educational environment in which the deaf and hard of hearing can develop their individual abilities, talents, and interests to their fullest potential regardless of the handicapping conditions.
7. To provide instruction and experiences in vocational education, student rehabilitation counseling, and a work experience program.
8. To provide instruction in family living, recreation, home arts, fine arts, extracurricular activities, and inter-school athletic and social events.

B. HARD OF HEARING (ELEMENTARY)

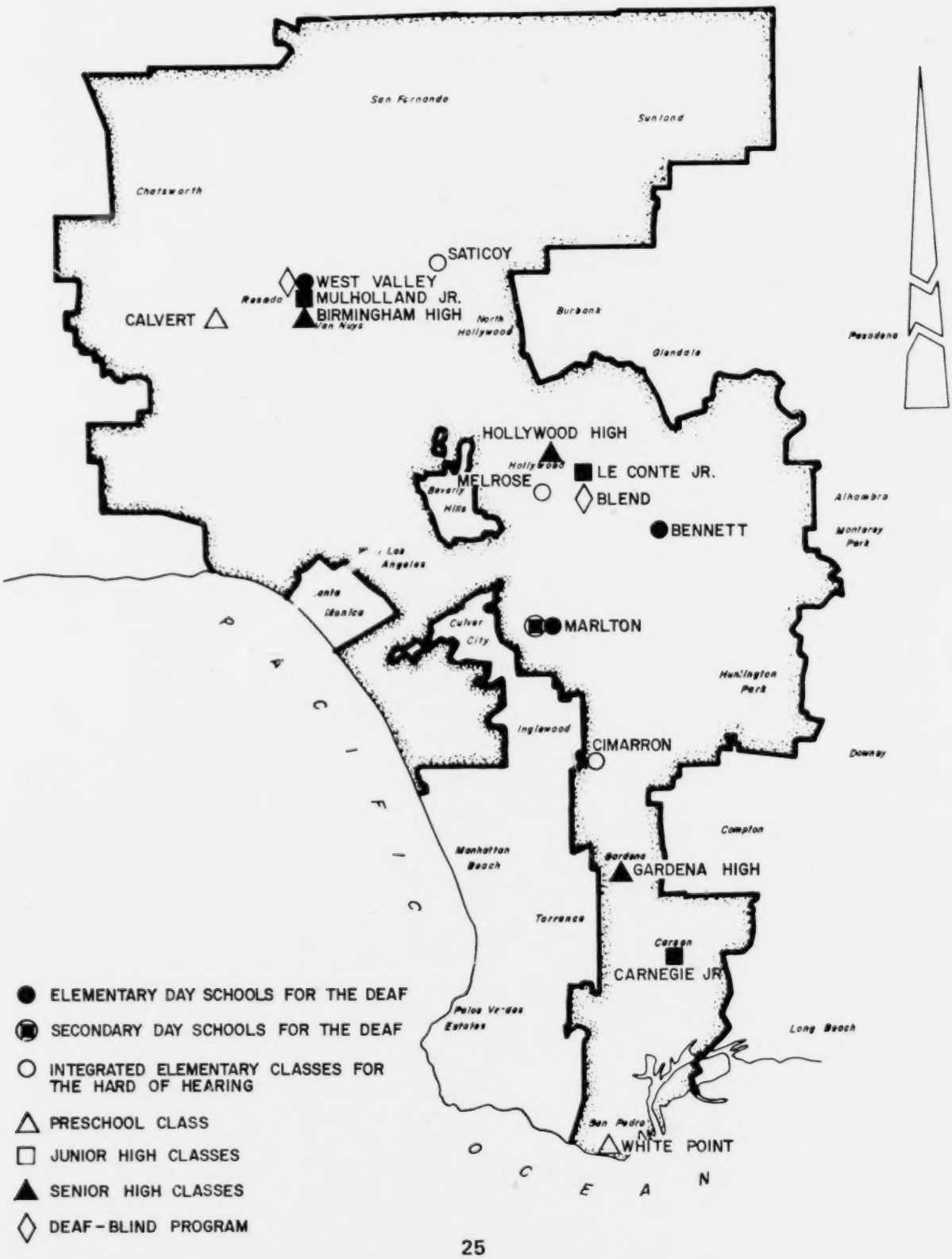
Elementary age pupils who are not deaf, but whose hearing losses prevent them from progressing satisfactorily in a regular class.

To provide opportunity for these pupils to attend classes with hearing children and participate in the same learning activities.

Questions regarding these programs should be referred to the Coordinating Teacher, Deaf and Hard of Hearing, Mrs. Mary Ann Mallis, 687-4687.

PROGRAMS FOR THE DEAF AND HARD OF HEARING

Elementary and Secondary



Chapter 2

ORTHOPEDICALLY HANDICAPPED OR OTHER HEALTH IMPAIRED

In the light of modern educational philosophy and current trends in child growth and development, the curriculum for the orthopedically handicapped and other health impaired has developed from the needs and abilities of the individual child. An ideal program for this group of children includes all phases of his growth...social and emotional as well as physical and mental.

DEFINITION

The definitions for orthopedic or other health impairment are taken from the California Administrative Code, Title 5, Section 3600 (f and i):

(f) A minor is orthopedic or other health impaired if a licensed physician or surgeon finds in his diagnosis that the minor has a serious impairment of his locomotion or motor function and that the impairment was caused by crippling due to one of the following:

(1) Cerebral Palsy.
(2) Poliomyelitis.
(3) Infection, such as bone and joint tuberculosis and osteomyelitis.
(4) Birth injury, such as Erb's palsy or fractures.
(5) Congenital anomalies, such as congenital amputation, clubfoot, congenital dislocations, or spina bifida.
(6) Trauma, such as amputations, burns, or fractures.
(7) Tumors, such as bone tumors, or bone cysts.
(8) Developmental diseases, such as coxaplana or spinal osteochondritis.
(9) Other conditions, such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' Disease, hemophilia, uncontrolled epilepsy, or severe cardiac impairment.

(i) Other Physically Handicapped

A minor is "other physically handicapped" if he comes within either of the following descriptions:

He has a physical illness or physical condition which makes attendance in regular day classes impossible or inadvisable.

He has a physical impairment so severe as to require instruction in remedial physical education.

The Superintendent of Public Instruction has declared that a minor is eligible to receive special transportation if he has been diagnosed by a licensed physician as having serious impairment of locomotion.

PLACEMENT

Eligibility is based on the medical recommendation of the attending physician and approval of the supervising physician of the Special Education Branch. Placement is made in an instructional setting which can best meet the needs of the student, and may be in a special class which is a part of a regular school, in a special school, at home, in a teleclass, in a hospital, or a health center.

CURRENT PROGRAMS

A. Classes for Orthopedically or Other Health Impaired

The majority of the pupils in this category are taught in nine special elementary schools or two special secondary schools located throughout the District. In addition, one class for asthmatic children is located at a regular elementary school, which serves twenty students who live in a nearby santarium for asthmatic children.

The Curriculum is basically the same as that prescribed in the courses of study of the Los Angeles City Unified School District. Necessary adaptations are made to individualize instruction to meet each pupil's needs.

B. Classes for Multihandicapped Pupils

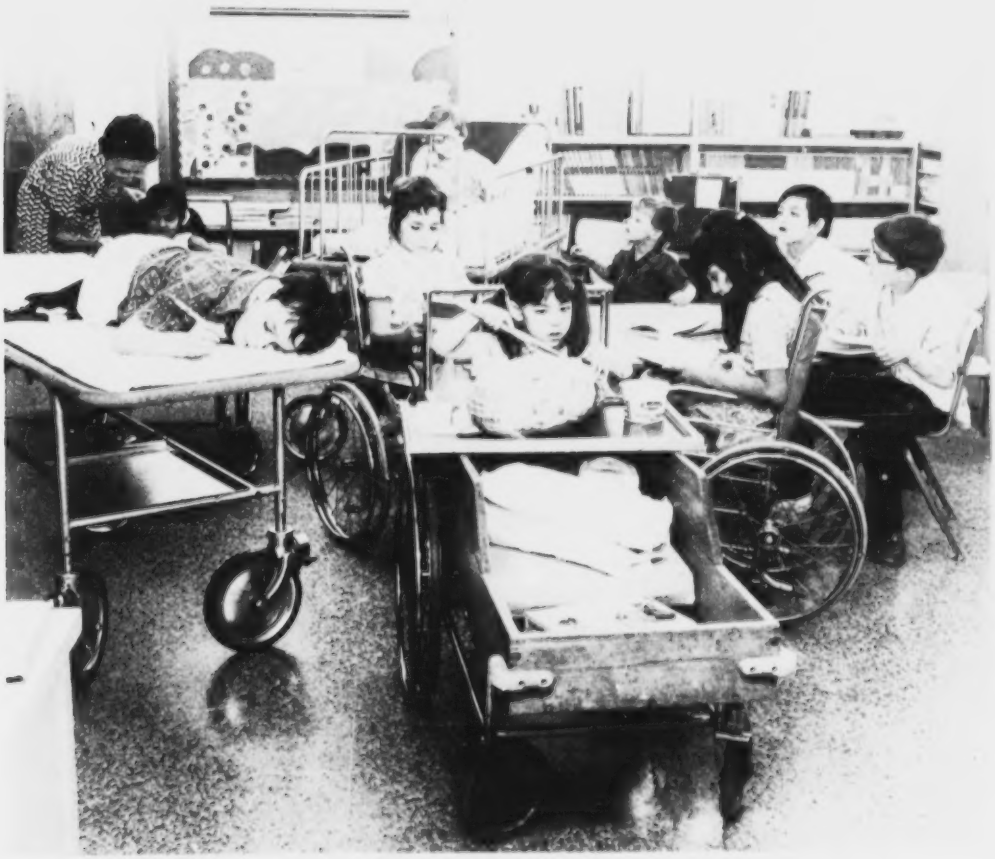
These smaller classes, together with the Multi-Adaptive Techniques utilized by the teacher, better serve the multihandicapped child.

C. Home Instruction

While the majority of homebound pupils are taught by teleclass, those children in grades 1-3, with a prolonged period of disability (four weeks or more), may qualify for individual home instruction.

D. Hospital Instruction

In July, 1970, the Los Angeles City Unified School District resumed responsibility for providing educational services for approximately 2,000 physically handicapped minors in eight hospitals. The establishment of the Berenice Carlson Hospital School, located in the Yale Health Center, 936 Yale Street, provides for the administration of the instructional program, in-service education, and curricular development.



If a pupil's hospitalization is expected to exceed five teaching days, hospital teachers for elementary and secondary pupils may be assigned. In several hospitals, where the number of school-age patients is large enough, classroom instruction is provided by full-time hospital teachers.

E. Instruction for School-Age Expectant Mothers (Administered under Secondary Schools, Cyesis, See School List, Pages 8 and 9)

While the pupils in this category are not necessarily handicapped or health impaired, their condition is such that regular school attendance is not recommended. Daily instruction is provided in maternity homes and hospitals, health center classrooms, through teleclasses, and by home teachers.

F. Teleclasses

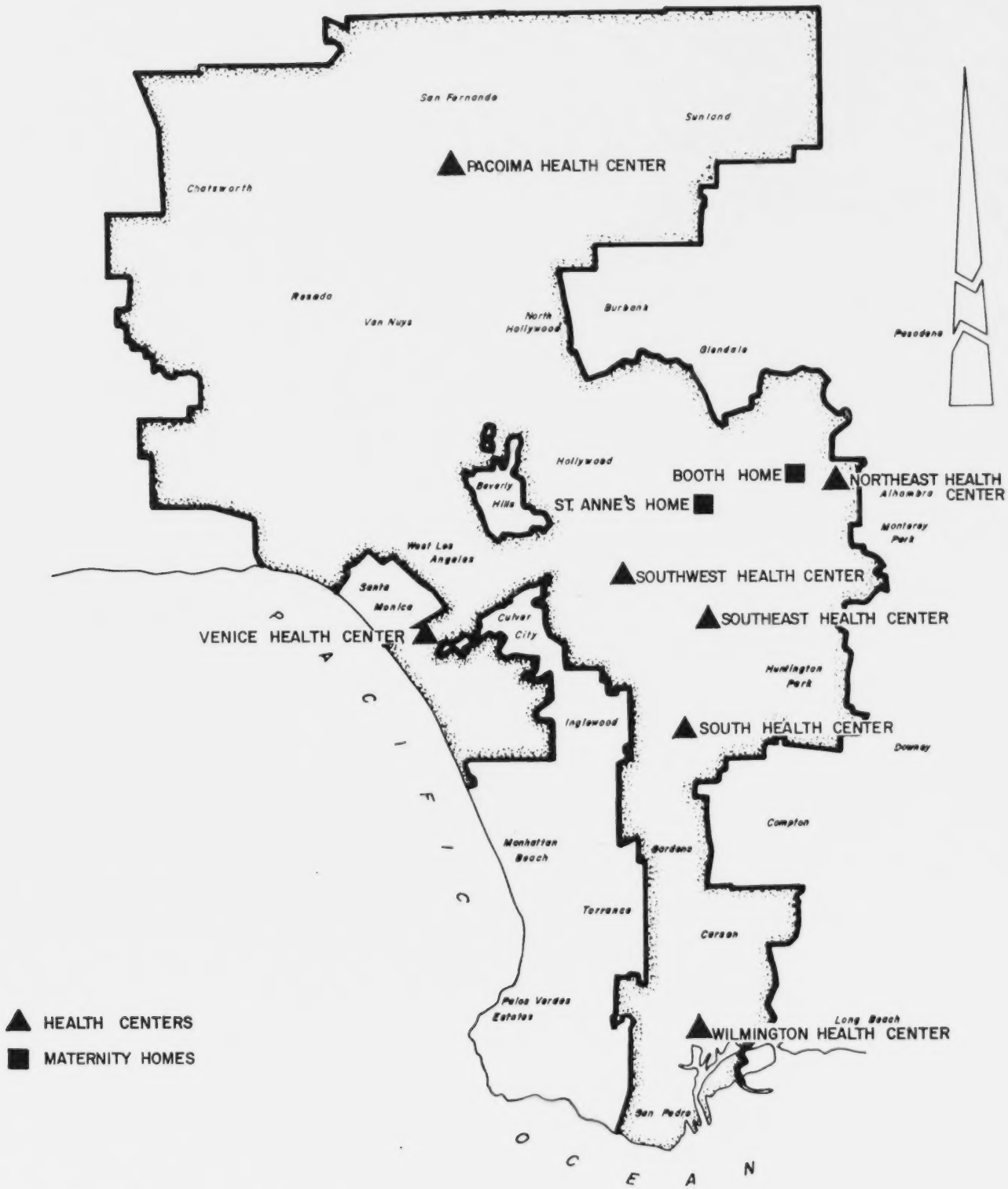
Daily group instruction is provided for homebound pupils through the use of special telephone equipment at no expense to the family. Pupils must be in grades 4-12, be restricted to their homes for at least eight weeks and able to profit from this type of instruction.

PROGRAM OBJECTIVES

1. To provide special facilities which have modified school buildings, furniture and equipment.
2. To develop maximum independence and self-adequacy by providing special services such as: physical therapy, occupational therapy, remedial physical education, counseling, speech therapy, as well as the regular services of the school physician, school orthopedist, school nurse, children's attendants, special education aides, and teachers trained to work with the physically handicapped.
3. To help develop self-acceptance and social adequacy by providing flexible, instructional programs through the "team-approach" to meet the needs of the individual pupil.
4. To adapt the curriculum based on the Los Angeles City Schools course of study.
5. To develop sensory motor and perceptual skills by providing special techniques of teaching and appropriate teaching materials.
6. To grow in understanding of the environment – immediate and expanded, by providing group investigation and field trips, as well as school and community recreational opportunities.

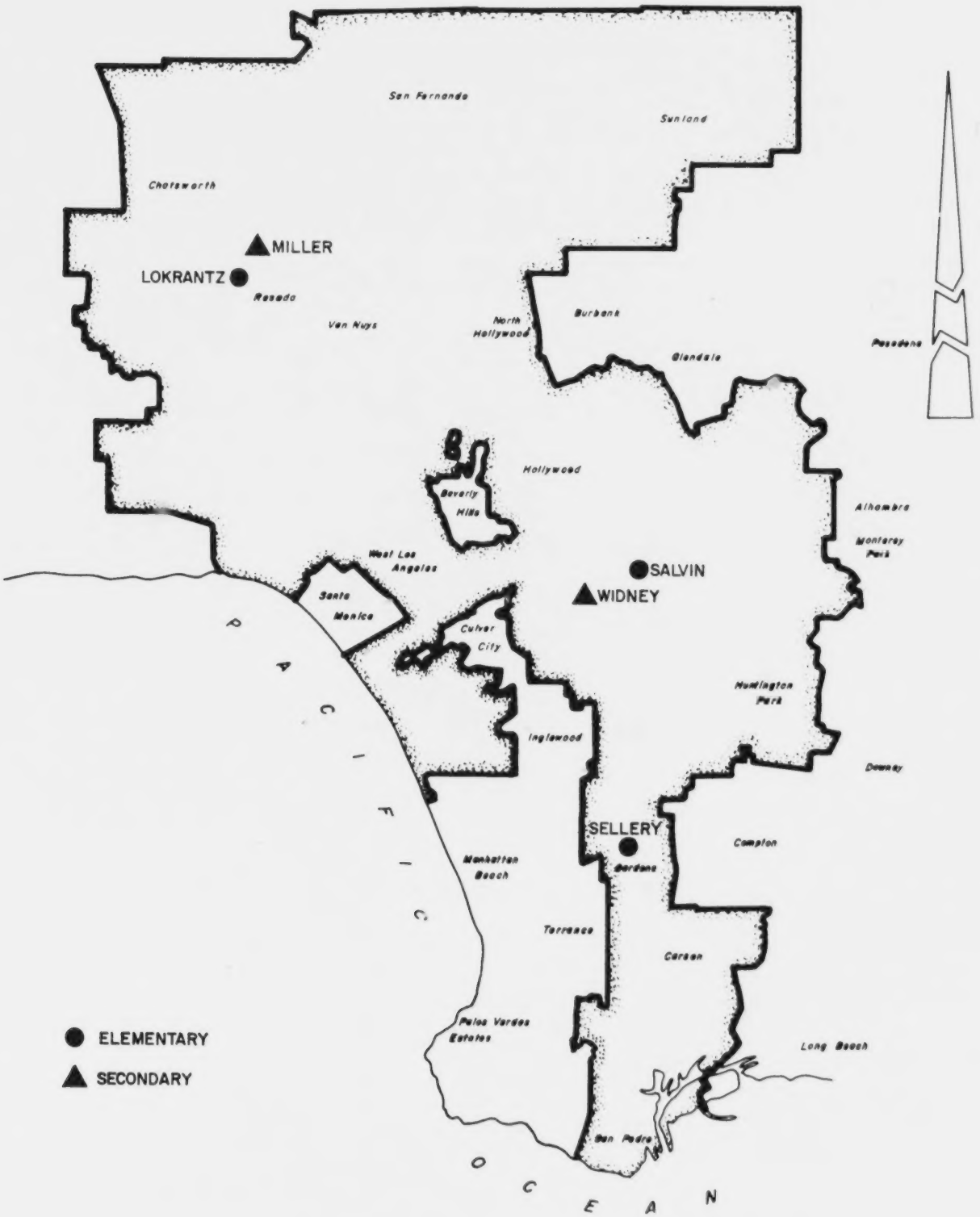
Questions regarding these services should be referred to the Orthopedically Handicapped and Other Health Impaired Office, Dr. Virgil Fornas, 687-4794.

HEALTH CENTERS AND MATERNITY HOMES



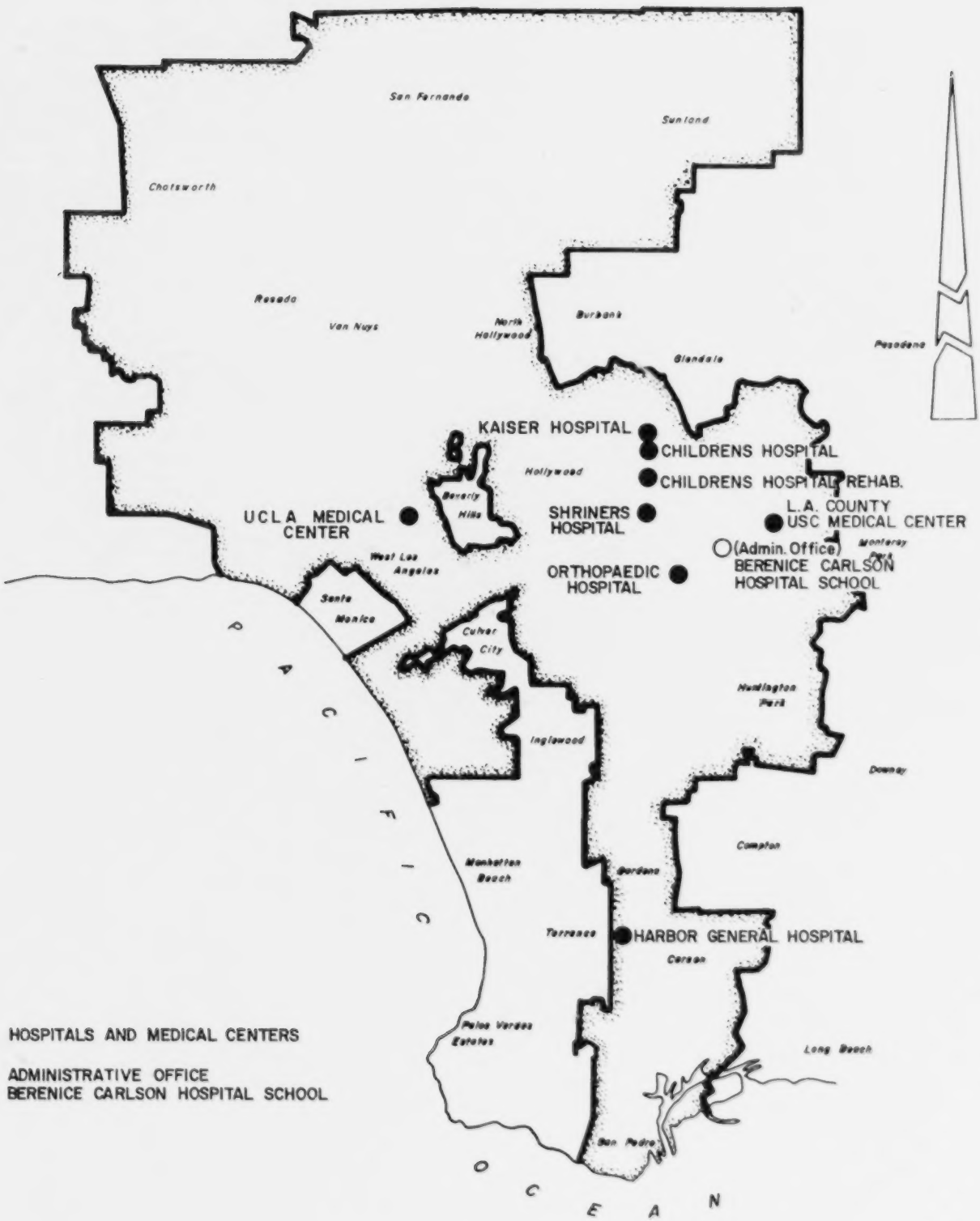
TELECLASS CENTERS

Elementary and Secondary



HOSPITAL AND MEDICAL CENTER CLASSES

Served By Berenice Carlson Hospital School



Chapter 3

SPEECH AND HEARING

Language is the medium of communication. Through language, the child fits himself into his social environment, integrates his thinking and activities with persons around him, and eventually takes his own place. Spoken language (speech) is the primary avenue for expression of experiences, thought, and feelings. The child must be able to speak and to hear in order to function with maximum effectiveness in our society.

Elementary and/or secondary pupils with speech, language and hearing problems, who need specialized or intensive training, are eligible for remedial service. This service is a continuing program from preschool through twelfth grade in regular and special schools. Techniques and materials used are appropriate to the age and learning level of the children.

DEFINITION

Specific services for pupils as defined in the California Administrative Code, Title 5, Section 3600, include:

1. Identification, assessment and placement of pupils with disorders of speech, hearing and language.
2. Speech and language therapy for pupils with disorders of speech, hearing and language.
3. Specialized instruction for pupils on all grade levels who have disorders of speech, hearing and language.

PLACEMENT

A pupil may be referred to the speech, language and hearing specialist by any member of the school staff, or the parent. The speech, language and hearing specialist assesses the pupil's communication abilities and schedules the pupil for service as necessary.

CURRENT PROGRAMS

A. For pupils with communication disorders, an itinerant remedial speech, language and hearing program provides diagnostic and remedial services.

1. Language: The pupil has difficulty comprehending the speech of others, has difficulty projecting his own ideas through the medium of speech, has little or no speech, or has deviations from the dominant local standard English Dialect.
2. Articulation: The pupil omits, distorts, or substitutes one sound for another.
3. Stuttering: The pupil hesitates, repeat sounds, prolongs sounds, sometimes cannot speak at all and may have facial or body contortions.
4. Voice: The pupil's voice is pitched too high or too low or his voice is breathy, hoarse, harsh, or nasal.

B. Aphasic Pupils in Special Day Classes.

C. Deaf and Hard of Hearing Pupils in special day classes, integrated classes, and/or regular classes.

D. An experimental program of special day classes for the 1972-3 school year was initiated with the expressed purpose of determining appropriate diagnostic, evaluative, and treatment procedures for a group of pupils with language and learning disabilities.

E. A pilot program to train para-professional personnel to assist speech specialists to work with children with speech problems.

PROGRAM OBJECTIVES

1. To provide early assessment of the speech, language and hearing problems.
2. To develop auditory discrimination, including reception and association.
3. To improve communication skills by providing aid in forming good speech and language patterns.
4. To recognize the importance of competence in communication by developing positive attitudes toward communication with others.

Questions regarding these services should be referred to the Supervisor of Speech and Hearing, Miss Esther Herbert, 687-4780.

Chapter 4

VISUALLY HANDICAPPED

Blindness and lesser visual impairments such as those of the partially seeing may have dramatically varying effects on children. To many young people, extreme loss of vision, even total blindness, seems to be merely an incidental inconvenience. To others, lesser losses seem almost catastrophic in its effect on education, normal activity, and adjustment. Where such broad latitude in reaction to different degrees of physical impairment prevails, educators find fascinating challenges. The challenges are embodied in each child who has a visual problem.

Pupils with impaired vision are usually divided into two groups for purposes of special education. These are the blind and the partially seeing.

DEFINITION

The definitions for blind and partially seeing minors are taken from the California Administrative Code, Title 5, Section 3600 (d-e).

A. Blind

A minor is blind who comes within either of the following descriptions:

His visual acuity in the better eye, after the best correction, is 20/200 or less.

His visual loss is so severe that, for educational purposes vision cannot be used as a major channel of learning.

B. Partially Seeing

A minor is partially seeing who comes within either of the following descriptions:

His visual acuity is less than 20/70 in the better eye, after the best correction, and he can use vision as a major channel of learning.

His vision deviates from the normal to such an extent that in the combined opinion of a qualified educator and either physician and surgeon or an optometrist, he can benefit from the special educational facilities provided partially seeing children.

PLACEMENT

Eligibility is based on medical recommendation. Placement is determined by diagnosis as to whether vision can or cannot be used for educational purposes in a regular school. Assignment to either a braille or partially seeing class is in terms of useful vision.

CURRENT PROGRAMS

The Los Angeles City Unified School District provides extensive and varied programs for the education of the visually handicapped. This includes services for braille pupils (those with almost no useful vision) as well as partially seeing pupils.

A. Program for Braille Pupils

Elementary level pupils between the ages of 3 and 13 years, whose visual limitations interfere with learning efficiency to such an extent that special teaching services and special education aids are required. Braille students at the elementary level attend Frances Blend School, a special school geared to the needs of young blind children. Classes are small and teachers are trained in Braille and allied skills, in addition to subjects common to all elementary school programs. Braille students at the secondary level are integrated into regular junior or senior high schools. A resource room is maintained at each of these schools, with one or two specially trained teachers on duty during the full school day. Special help is provided as needed throughout the day.

B. Program for Partially Seeing Students

Partially seeing pupils are served in a limited number of regular classes from the first through the twelfth grade. A resource room with a special teacher and special equipment is provided in each school.

C. Program for Multihandicapped

Students with visual handicaps plus two or more other handicaps (such as orthopedic handicaps, mental retardation, emotional problems, communication problems) are served at Frances Blend School.

D. Supplementary Teaching Service

For either braille or partially seeing students who need only a minimum amount of help outside of the regular classroom, provision is made for a different type of educational service. At both the elementary and secondary levels, the pupil attends his neighborhood school and is provided the additional service of a supplementary teacher one to four times a week.

E. ORIENTATION AND MOBILITY TRAINING

A program of orientation and mobility training is offered for visually handicapped students in regular and special schools. The objective is to teach blind children how to travel safely and independently from one point to another. The program begins with pre-cane travel to develop conceptual and special skills and teaches the Hoover Method of cane travel to older students. Classes are taught by traveling resource teachers.

PROGRAM OBJECTIVES

A. Braille Program

1. To promote acceptable social habits through group experiences.
2. To provide numerous multisensory experiences to precede braille and beginning typing.

3. To increase understanding through sensory learning by providing special teaching materials and equipment, i.e., braille writers, slates, styluses, talking books, tape recorders, braille books, relief maps and contour globes.
4. To grow in understanding of the environment by providing enriched experiences of field trips and group investigation.
5. To develop the basic skills as indicated in the Los Angeles City Unified School District courses of study by making needed adaptations.
6. To enhance self confidence by providing orientation and mobility instruction on a regular basis.
7. To encourage interest and appreciation of music and rhythms by participating in musical activities.

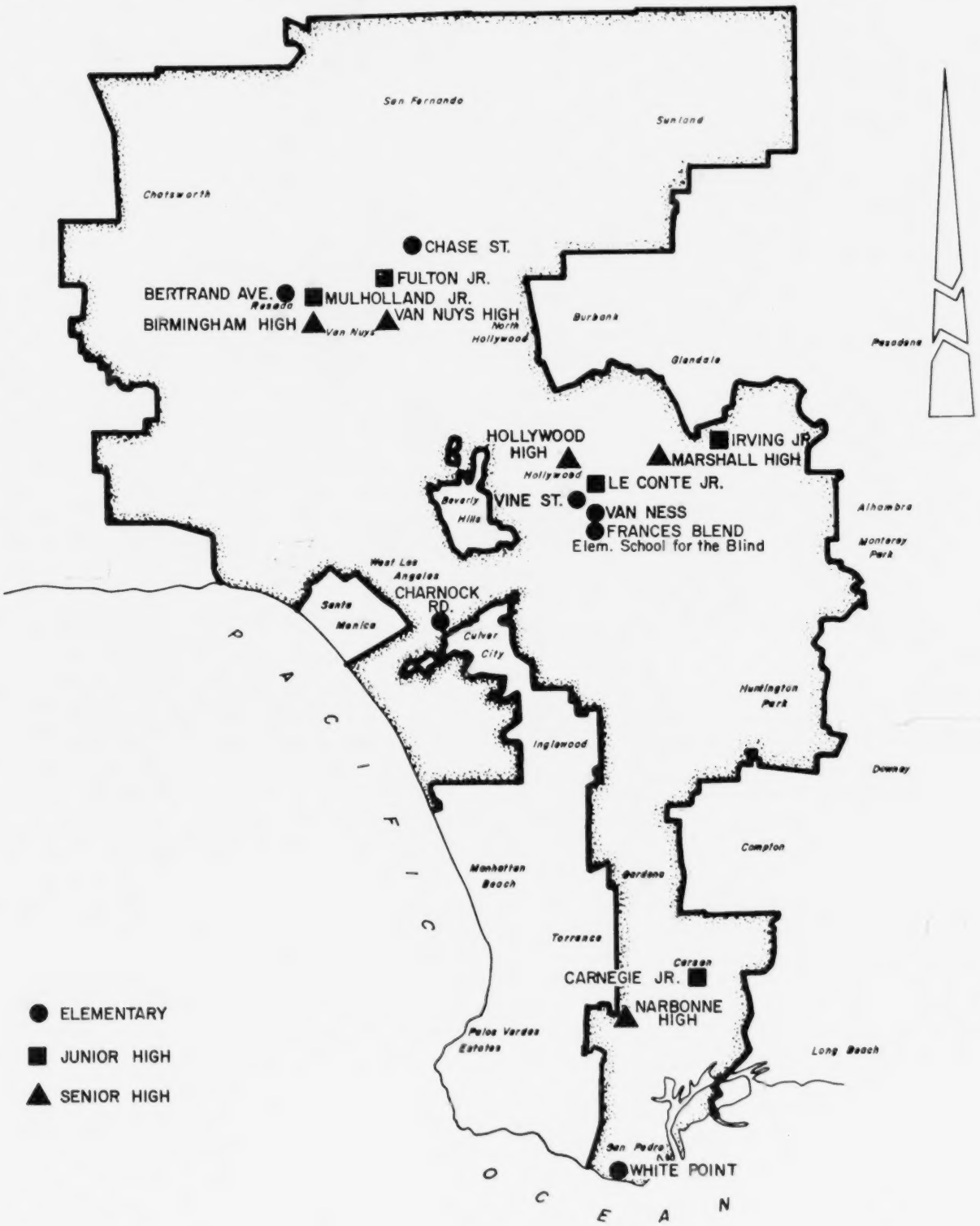
B. Integrated Programs for the Visually Handicapped (Blind and Partially Seeing)

1. To provide special facilities which offer optimal visual environment for learning.
2. To provide special resource teachers to assist with instruction.
3. To develop skill in the use of audio and tactual aids designed for the blind and partially seeing.
4. To provide sequential development of basic skills.
5. To increase understanding of people and extend concepts by providing opportunity for field trips and group investigations.
6. To develop adequate work habits by emphasizing acceptable standards and through regular evaluations and progress reports.
7. To encourage appropriate attitudes and social skills through extended social experiences.
8. To develop motor skills by providing regular instruction in orientation and mobility training.

Questions regarding these services should be referred to the Visually Handicapped Office, Rosalie Calone, Coordinating Principal, 687-4871.

SCHOOL FOR THE VISUALLY HANDICAPPED

INTEGRATED CLASSES FOR THE VISUALLY HANDICAPPED



Section III

MENTALLY EXCEPTIONAL AND EDUCATIONALLY HANDICAPPED PUPILS

Chapter 5

TRAINABLE MENTALLY RETARDED

The cornerstone of the democratic way of life is the belief in the worth and dignity of the individual. Every individual, if given the opportunity, can make some contribution to the common welfare and to his own happiness. Education is the instrument through which a society seeks to implement and put into practice the ideals by which it lives.

The United States Constitution entitles every child to an educational opportunity wherein he can experience success. In its broadest sense, the aim of education is preparation for daily living. Special education helps to insure all children of their rights as citizens, and the advantages of their heritage. Exceptional pupils have special needs which must be adequately served. Most children with limited mental abilities can be trained to contribute to the economic usefulness in their own homes and within a sheltered environment.

DEFINITION

A. The California Education Code, Section 6901, defines mentally retarded minors as:

> ...all minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.

B. Section 6903 of the California Education Code as amended further provides that:

> The education of mentally retarded minors who do not come within the provisions of Section 6902, who are 6 or more, and less than 21 years of age and who may be expected to benefit from special education facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment, shall be provided for.....The education of such mentally retarded minors who are five or more and less than six years of age may be provided for...

PLACEMENT

Eligibility

The following criteria, as outlined in the California Administrative Code, Title 5, Section 197, shall serve as minimum eligibility requirements for placement of pupils in the program for trainable mentally retarded minors:

(a) General

A child must:

(1) Be retarded to the extent that he is ineligible for enrollment in a class for educable mentally retarded.
(2) Be able to profit from special instruction and training procedures.

(b) Physical Condition

A child is:

(1) Ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work or play activities.
(2) Capable of being trained in toilet habits so that he can develop control over his body functions.

(c) Mental, Emotional, and Social Development

A child must:

(1) Be able to communicate to the extent that he can make his wants known and to understand simple directions.
(2) Be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group.
(3) Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning, and/or training situations, and that his presence is not inimical to the welfare of other children.

Case records of all trainable mentally retarded applicants must be reviewed by an admissions and discharge committee composed of a school psychologist, the school physician, receiving principal, supervisor of the program, and any other professional person designated by the person responsible for making such assignment.

Children who have never been in an institution or school program for mentally retarded are first seen and tested by a school counselor at their nearest neighborhood school.

The assignment of minors may be conditional, subject to review by the admissions committee. In cases where doubt exists, a child should be given a trial placement. Pupils shall be grouped on a basis of social competence rather than by grade level.

HISTORY

In the fall of 1960, under permissive legislation, three full-day classes serving 36 trainable mentally retarded students were moved from Bellevue Avenue School to the Washington Boulevard School (now Salvin). The following year, 12 half-day classes, two in each school, were opened in six schools for the physically handicapped. Six teachers were assigned, each one teaching both a morning and an afternoon class.

By 1964, provision for such classes was made mandatory by the California State Legislature. A separate facility for the trainable mentally retarded was initiated in 1965 on the campus of the San Fernando Valley State College at Northridge. This center served as a branch of the Lokrantz Elementary School for the Handicapped.

In September of 1968, the opening of Harbor South School (now Banneker) provided additional classrooms for the trainable mentally retarded. The large concentration of these students at the various special schools was conducive to more homogeneous groupings and permitted a wider variety of opportunities.

Ninth Street High School opened in February, 1970, as the first Branch secondary school for the trainable mentally retarded, and accommodates students from ages 14 to 19. Each student must be 14 years of age prior to the opening day of school.

East Valley School for the trainable mentally retarded opened in September, 1970. This school offered an excellent location and opportunity to augment and expand the scope of much needed educational services for valley pupils.

West Valley School for the trainable mentally retarded opened in January, 1971. In addition to providing relief for the East Valley facility, it became the new school for children who had been attending classes at the San Fernando State College site.

Diane S. Leichman High School opened in September, 1971. This new school serves secondary trainable mentally retarded pupils living in the San Fernando Valley.

The new Benjamin Banneker facilities opened September, 1972, as the first Special Education School to serve both elementary and secondary mentally retarded pupils.

CURRENT PROGRAMS

At the present time there are eleven schools strategically located throughout the District, serving the trainable mentally retarded. Six elementary schools for the handicapped maintain centers for these children, three schools serve the elementary trainable mentally retarded, exclusively, two schools accommodate high school pupils, and one school for elementary-secondary pupils.

A systematically designed curriculum for trainable mentally retarded pupils calls for a careful initial appraisal of each pupil's actual potentials, including strengths and weaknesses of his personal, social and occupational competencies.

PROGRAM OBJECTIVES

The objectives of the curriculum for the trainable mentally retarded are directed toward:

1. The development of each pupil's competency in personal and social aspects of adaptive behavior to cope with his recurring daily needs.
2. The development of sensory and motor skills of each pupil.
3. The provision of opportunities for each pupil to become, insofar as possible, an economically useful individual within a home or sheltered workshop situation.

SPECIAL SERVICES

In addition to the remedial physical education, resource room, health, counseling, administrative and classified support provided to each school on a regular basis, the following specialized areas of service are available to students and teachers:

1. Speech and hearing
2. Curriculum development
3. Pre-occupational training
4. Home-management training
5. On Campus work experience
6. Occupational training
7. Rehabilitation couseling
8. Outdoor education

LOCATION OF SCHOOL AND AGES OF TMR STUDENTS SERVED

Schools	Ages Served
Banneker, Benjamin	6-21
East Valley	6-13
Leichman, Diane S.	14-21
McBride, James J.	6-21
McDonnell Avenue	6-13
Ninth Street	14-21
Pacific Boulevard	6-13
Salvin, Sophia T.	6-13
Sellery, C. Morely	6-13
Shoemaker, Harlan	6-13
West Valley	6-13

Questions regarding these programs should be referred to the Coordinator, Mentally Exceptional and Educationally Handicapped Programs, William E. Starr, 687-4791.

Chapter 6

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS

PHILOSOPHY

The State of California provides special education services to over one-quarter of a million handicapped children in its public schools; however, it is a well known fact that many children still go without an educational program due to the severity and multiplicity of their handicaps. The California Education Code Section 6920 states:

> Every mentally retarded, physically handicapped, or multiply handicapped minor is entitled to training or an education free of charge in the public schools of this state.

In order to implement this statute it has become necessary to tax our limited knowledge of learning as well as our voluminous knowledge of instructional methodology to provide meaningful, relevant education for all children, including the most profoundly limited.

The development centers for handicapped minors have been designed to fill a gap in the overall state plan to provide education and training for all children. Some children, because of the nature of their handicaps, have not met the minimum standards legislated for mandated programs in any of the existing public schools. The development center program has offered an educational experience along with growth opportunities for those children whose only other alternative was institutional placement.

DEFINITION

The California Education Code, Section 16645.2 states:

> "The governing body of any school district, or a county superintendent of schools, with the approval of the county board of education is authorized to establish and maintain, upon the approval of the Superintendent of Public Instruction, one or more development centers for physically handicapped and mentally retarded minors between three years and twenty-one years of age residing in, and in the custody of persons residing in the District or county....."

ELIGIBILITY

As defined in the California Administrative Code, Title V, Section 8103, eligibility for admission to a Development Center Program is based upon the following conditions:

(a) The governing board shall appoint an admissions committee consisting of at least three members. The following persons shall be members of the committee:

(1) A licensed physician.
(2) A person serving as the supervising head teacher of the development center for which the child is being considered for admission.
(3) A person who is a psychologist holding a credential authorizing the giving of an individual examination for purposes of Education Code Section 6908.

(b) The admission of a handicapped minor to a development center shall be made upon the recommendation of the admissions committee. The continuance, transfer, or discharge of a minor enrolled in a development center shall be subject to periodic review and recommendation of the admissions committee.

(c) The determination of eligibility of a minor for admission to a development center shall include examinations given by a psychologist or psychometrist and a licensed physician. A minor may be eligible if all of the following apply:

(1) He is found to be ineligible for enrollment in a regular day class.
(2) He is found to be ineligible for enrollment in special education programs maintained, or authorized to be maintained, by a school district or county superintendent of schools.
(3) He is found to have one or more of the following conditions:

(A) Serious impairment of locomotion.
(B) Severe orthopedic condition.
(C) Other severe disabling conditions which have as their origin mental retardation and/or physical impairment.
(D) Severe mental retardation.

(d) One criterion for eligibility for admission to a development center is the ability of the minor to participate in at least one aspect of the program without danger to himself or others in the performance of daily activities.

HISTORY

The concept of development centers was first formalized in 1957 when the Joint Interim Committee on Education and Rehabilitation of Handicapped Children and Adults took note of the number of mentally retarded and physically handicapped children seeking service in regular child care centers. In 1959, child care centers for physically handicapped and mentally retarded children were authorized on a pilot basis.

In 1965, the centers were renamed Development Centers for Handicapped Minors (DCHM) and were placed on a regular rather than pilot basis.

During the 1965-66 school year the Los Angeles City Unified School District initiated its first development center for handicapped minors, and established facilities to accommodate these children on the grounds of the Lowman School for the Handicapped.

In 1967, an additional center was established in South Los Angeles using facilities leased from the Spastic Children's Foundation, under the administration of the C. Morley Sellery School for the Handicapped. This development center is referred to as the 105th Street Development Center.

CURRENT PROGRAMS

The Los Angeles City Unified School District is at present operating three development centers for handicapped minors. Because of the multihandicapping conditions of the children, the state stipulates that for every ten children, it is necessary to have one permit teacher and one attendant. A credentialed teacher serves as head teacher and supervises the program of instruction, guidance, and care of the children in the development center.

Ancillary services for the development center consist of the following:

1. School Nurse

    a. Member of the Admissions and Discharge Committee.
    b. Provides continuing support to parents and staff regarding the health needs of individual pupils.
    c. Provides referrals to agencies whenever particular services are needed.

2. Speech and Hearing Teacher

    a. Member of the Admissions and Discharge Committee.
    b. Strives to improve speech and feeding problems.
    c. Provides guidance to parents and staff in valuable techniques to improve speech and feeding problems of the children.

3 School Psychologist

a. Chairman of the Admissions and Discharge Committee.
b. Prescribes the educational program for each child and makes referrals as needed.
c. Provides continuing support to parents and staff and makes referrals to other agencies as needed.

4. School Physician

a. Member of the Admissions and Discharge Committee.
b. Determines the medical needs of the individual child and makes referrals as needed.
c. Provides continuing support to parents and staff.

5. Physical Therapist

a. Member of the Admissions and Discharge Committee.
b. Prescribes a therapy program for each child.
c. Provides continuing support to parents and staff.

6. Remedial Physical Education Teacher

   a. Member of the Admissions and Discharge Committee.
   b. Prescribes individual and group physical/social activities.
   c. Provides continuing support to parents and staff.

7. Regional Center

   a. Conducts special clinics.
   b. Provides specialized services to pupils, parents and staff.

8. Los Angeles County Crippled Childrens Services

   a. Conducts evaluation clinics.
   b. Provides specialized services to pupils, parents and staff.

THE NEED FOR DEVELOPMENT CENTERS

The California Education Code, Section 16645.1 indicates the purposes for continuance of development centers for physically handicapped and mentally retarded minors:

1. To help these children from an earlier age.
2. To prevent the breakup of homes through respite from continuous 24-hour care of severely handicapped minors.
3. To effectively relieve parents to engage in work.
4. To reduce significantly the demand for institutional placement.
5. To facilitate placement of these children without causing the physical dislocation of minors from their families.

PROGRAM OBJECTIVES

1. To provide training in self care, involving eating, toileting, and grooming.
2. To provide experiences in language development and speech training.
3. To emphasize activities which stress development of eye-hand coordination.
4. To develop awareness of one's self in relation to his environment.
5. To actively engage in experiences which aid in social adjustment.

Questions regarding these programs should be referred to the Coordinator, Mentally Exceptional and Educationally Handicapped Programs, William E. Starr, 687-4791.

Chapter 7

EDUCATIONALLY HANDICAPPED

Educationally Handicapped children "are those who meet the following standards: learning or behavior disorders that are specific learning disabilities in the psychological processes involved in understanding or in using spoken or written language. Such learning disabilities include, but are not limited to those sometimes referred to as perceptual handicaps, minimal brain dysfunction, dyslexia, dyscalulia, dysgraphia, or communication disorder, except aphasic.....", Education Code 320. "Or have learning or behavior disorders that are specific behavior disorders such that the pupil cannot benefit from the regular educational program. Such behavior disorders include, but are not limited to those sometimes referred to as school phobia, adjustment reactions, withdrawal, lability, or impulsiveness", Education Code 320.

DEFINITION

The California Education Code, Section 6750 defines educationally handicapped minors as: ...minors, who by reason of marked learning or behavior disorders, or both, require special education programs with the intention of full return to the regular school program. Such learning or behavior disorders shall be associated with a neurological handicap or emotional disturbance and shall not be attributable to mental retardation.

ELIGIBILITY PROGRAM AND PLACEMENT

Area Admissions and Discharge Committees carefully screen all pupils referred for placement in the Educationally Handicapped Program. This Committee must determine eligibility of each pupil according to the provisions of the Educational Code and State Title V Guidelines. The Admissions and Discharge Committees are composed of school personnel, who represent the legally specified disciplines. The pupil's eligibility is determined on the basis of medical, educational and psychological reports submitted for each pupil.

CURRENT PROGRAM

The program provides educational services for elementary and secondary pupils who are not physically handicapped or mentally retarded, but who have marked learning or behavior disorders, or both. This is associated with a neurological handicap or an emotional disturbance. The program currently serves Educationally Handicapped children in over 200 schools.

Instruction is offered in (1) special day classes, and (2) in learning disability groups. Special day classes have a maximum of twelve students who attend a minimum of four periods per day. These classes are taught by full-time teachers. The learning disability group is limited to eight children per period; also four periods per day, but each child may attend from one to three periods. These classes also are taught by full-time teachers who provide specialized instruction for pupils in each group.

PROGRAM OBJECTIVES

1. To provide appropriate and specific remedial experiences in order to:

    a. Ameliorate academic, emotional and behavioral deficits.
    b. Enhance areas of pupils' strengths.
    c. Facilitate return to regular classroom.

PROGRAM RESPONSIBILITIES

1. Consultant services are made available to the area offices, administrators, and teachers regarding:

    a. Legal procedures relating to initiating and operating a program for the Educationally Handicapped.
    b. Program goals and instructural services.
    c. Provisions of Education Code and Title V Guidelines that define eligibility of pupils.

2. Provides a representative for the Area Admissions and Discharge Committee. Meetings to aid in the screening of children for the program according to the provisions of the Education Code and Title V Guidelines.

3. Develops diagnostic procedures and educational strategies appropriate to the needs of the student population.

4. Provides orientation and on-going in-services for all teachers of the Educationally Handicapped.

5. Makes available consultation services to teachers of the Educationally Handicapped and provides resource information concerning instructional materials and methodology.

6. Provides speakers when requested to clarify the purpose and function of the program to parent and teacher groups.

PROGRAM FUNDING

This program is a state reimbursed program. However, this source of income does not cover the total cost of the program. Approximately one-half of the cost must come from tax override funds. There is no money taken from the General Fund to finance the Educationally Handicapped program.

PROGRAM SERVICES

Location of programs is on a district-wide basis. Scheduled meetings, workshops and conferences are initiated by the program advisor and consultant staff. Request for service to meet specific individual needs may be directed through the school principal. The program advisor is responsible for staff guidance and effective implementation of program resources.

FOR FURTHER INFORMATION

Call the Educationally Handicapped Office, Dr. Eugene R. Greenfield, Specialist, 687-4754.

Section IV

OTHER SERVICES

Chapter 8

OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

The Occupational Education for the Handicapped Office, (formerly known as Student Rehabilitation and Occupational Training), has undergone a name change more in keeping with the services which are actually being rendered to the population who are handicapped.

GOALS OF THE OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

1. That many of "the handicapped" have the same abilities as "normals" if they are given training.
2. Learning work habits, attitudes, and skills for occupational use will enhance self-worth and a positive self-image.
3. By finding employment, the individual will no longer be on welfare rolls.
4. Training compatible with the person's handicap lessens the handicap for gaining employment with equal pay for equal work.
5. The successes of graduates will make employers more agreeable to hire more of the same, thus lessening prejudice.

Our efforts in Special Education are guided by this philosophy. We are offering as many occupational programs as can be budgeted with current funds. Every possibility of new financing is explored. In addition, many resources for occupational training are incorporated such as: Division of Career and Continuing Education, Regional Occupational Centers and Programs, private agencies, and local industry.

This office prepares young people with handicaps for the world of work through the following programs: Occupational education counseling, on-campus vocational classes, on-campus pre-occupational classes, regional occupational center training, off-campus sheltered workshops, off-campus work training, off-campus occupational skills classes, student rehabilitation, driver instruction, referral to California Department of Rehabilitation and other agencies, and occupational placement.

PRE-OCCUPATIONAL PROGRAMS

Supportive services are provided for:

1. Special classes in high schools for the handicapped in the following subjects:

Food Service	Child Care
Clothing-Power Sewing	Housekeeping
Personal Grooming	Clerical Skills

2. Pre-occupational classes in Home Management for Physically Handicapped-Trainable Mentally Retarded pupils in three handicapped high schools.

3. Pre-occupational off-campus classes and job placement of students completing school programs.

OFF-CAMPUS OCCUPATIONAL EDUCATION SERVICES

Supportive services are provided for:

1. Occupational experience programs for Trainable Mentally Retarded and Blind students.

2. Occupational Center training for Orthopedically Handicapped, Deaf, and Educationally Handicapped students.

3. Neighborhood Youth Corps and work experience opportunities for handicapped students.

4. Consultation to special schools industrial arts and pre-vocational classes.

5. On-campus jobs for selected students as part of their occupational preparation.

6. Sheltered Workshop Training for students who are Trainable Mentally Retarded, Blind, Deaf, and Orthopedically Handicapped.

7. Employment of graduate people who are Trainable Mentally Retarded.

EXTENDED OCCUPATIONAL SERVICES (Formerlly Called Student Rehabilitation Services)

Supportive services are provided in the following areas:

1. Job development for students with handicaps.
2. Student interviews in order to match their abilities, skills, and disabilities to appropriate job classifications.
3. Placement of graduates, who are handicapped, in appropriate jobs.
4. Follow-up services on graduates placed on jobs.
5. Referrals to the California State Department of Rehabilitation.
6. Liaison with outside agencies involving Special Education students.

OFF-CAMPUS SERVICES FOR THE DEAF AND HARD OF HEARING

1. Provides placement in Occupational Centers, Sheltered Workshops, and Regional Occupational Centers.
2. Provides counseling and guidance, liaison with students, their schools, parents, and Occupational Education facilities, i.e., Workshops, etc.
3. Provides work experience opportunities for 18-21 year old pupils who are Trainable Mentally Retarded.
4. Provides placement service and job orientation for pupils who are totally Deaf or Hard of Hearing.
5. Provides follow-up services about employment for pupils who are Deaf and Hard of Hearing.

IN ORDER TO PROVIDE THE ABOVE SERVICES, INTERPRETING BY FINGERSPELLING AND SIGN LANGUAGE IS USED WHEN NECESSARY'

OCCUPATIONAL EDUCATION COUNSELING SERVICES

Supportive services dealing with vocational development of students in special secondary schools are provided by:

I. COORDINATING

   A. Department of Rehabilitation referrals and follow-up.

   B. Liaison with community college counselors.

   C. Contact with community leaders regarding employment opportunities.

II. COUNSELING

A. Individual and group counseling with students to help them in their vocational decision making process.

B. Self-appraisal by students of their own capabilities and interest.

C. Development of occupational awareness by the students and occupational information

D. Interviews with parents to help them be aware of their role in the handicapped students' career development.

III. CONSULTING

A. Consulting with significant adults in the students' lives, e.g., teachers, administrators, health personnel, and others providing supportive services, parents, etc.

B. Curriculum development.

C. Job placement.

LIAISON SUPPORTIVE SERVICES ARE PROVIDED WITH:

1. California Department of Rehabilitation.

2. Mayor's Committee on Handicapped.

3. Community colleges.
4. Private occupational training facilities.
5. Department of Public Social Services.
6. Human Resources Development.
7. Private industry.
8. Government agencies involved with Occupational Education.
9. Ability Counts Contests, sponsored by the President's Committee on Employment for the Handicapped.
10. Other community agencies and services.

FUTURE PLANS

1. Expand work experience in the community before graduation.
2. Expand Occupational Education for students who are Educationally Handicapped.
3. Continued expansion of Occupational Education for the Deaf to include those pupils who are integrated in regular schools.
4. Develop Occupational Education programs off-campus for 19-21 year olds who remain in school.
5. Development of Physically Handicapped-Trainable Mentally Retarded programs in home management at Miller, Widney and Marlton secondary schools.

   As ongoing programs become completely equipped, staffed, and stabilized, new programs will be initiated.

Questions regarding these programs should be referred to the Coordinator, Occupational Education for the Handicapped, Morris E. Hay, 687-4781.

Chapter 9

DRIVER EDUCATION - EXCEPTIONAL PUPILS

INTRODUCTION

The Special Education Branch of the Los Angeles City Unified School District has the largest program of driver education for exceptional pupils in the United States. It began in the spring of 1965, at Widney High School with a pilot group of fifteen physically handicapped pupils; eleven of those students were successful in obtaining a license to drive. A three-year $130,000 research and demonstration grant[1] from the Department of Health, Education and Welfare, Social and Rehabilitation Service followed and the program was firmly entrenched in the Special Education curriculum of the district.

Legislation passed in 1969 provided excess cost reimbursement from the California State Penalty Assessment Fund[2] for physically and educationally handicapped minors, and in 1971 an additional amendment included the educable mentally retarded.

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[1] "A Study to Demonstrate the Practicability and Methodology of Teaching Driving to the Physically Disabled High School Student," RD 1852 G, Los Angeles City Unified School District, July 1, 1965 through June 30, 1968.

[2] The California Penalty Assessment Fund is derived from a $4.50 penalty on each $20.00 or portion thereof, of fines for moving traffic violations. A school district is eligible for up to $200.00 reimbursement from this fund for each physically, mentally, or educationally handicapped minor who completes the classroom and laboratory phase of driver education.

A total of 1,157 exceptional pupils completed driver training in 1971-72, and the Board of Education has approved an addition to the Driver Instruction staff of seven teachers for 1972-73, thereby increasing the total staff to eighteen instructors, two teacher-coordinators, one specialist, and one intermediate clerk-stenographer. It is anticipated that approximately 2,000 exceptional pupils will complete driver education in 1972-73.

DEFINITION

Driver education is differentiated as *classroom* and *laboratory* (behind the wheel) according to the California Education Code.

AUTHORIZATION AND FUNDING

Education Code 17305.7 authorizes the expenditure of funds to school districts as follows: All persons who pay traffic fines are assessed a penalty of $4.50 per $20.00 of fine. This money comprises the "Penalty Assessment Fund" which provides up to $200.00 for each physically, mentally, and educationally handicapped pupil trained, not to exceed the actual program costs.

PUPILS SERVED

The physically handicapped, including the deaf and hard of hearing; the educationally handicapped; and the educable mentally retarded.

QUALIFICATIONS

Qualifications for behind-the-wheel driver education are as follows: Satisfactory completion of the classroom course in driver education; minimum age of 16, (at the time of completion of behind-the-wheel driver education), and a maximum age of 21; consent of parents or guardian (if under 18 years of age); medical approval by authorized district personnel; and Department of Motor Vehicles' Instruction Permit, or Driver's License.

OPERATION

The Driver Education Program for the Exceptional operates as a regular day school program, before and after school, on Saturdays, and during the summer. The locations are served on a rotating basis according to a pre-arranged schedule.

PROGRAM RATIONALE AND GOALS

Handicapped high school pupils look forward with as much eagerness as other high school pupils to the day when they can drive an automobile. With certain adaptations, the handicapped can enjoy the same driver education course as is available to other pupils. It is the goal of this program to provide them the opportunity to learn to drive safely, and hopefully help them obtain a Driver's License, so that they may more adequately adapt to the demands of daily living in our society.

FOR FURTHER INFORMATION

Call Program Coordinator, Driver Education – Exceptional Pupils, Joe Reynolds, 731-0651.

Chapter 10

PUPIL SERVICES

CHARACTERISTICS OF PUPILS SERVED

Special Education programs serve those pupils who are unable to progress satisfactorily in a regular classroom program because of a physical, mental or behavioral limitation. These pupils require adaptations in teaching strategies and materials, physical environment or behavior management beyond those which can be reasonably provided in a regular classroom.

The primary purpose of Special Education programs is to remediate or alleviate individual pupil's limitations so that they may be returned to the mainstream of education as quickly as possible. Program goals for those who may require special services throughout their school years are directed toward making each individual as independent and economically self-sufficient as possible in post-school years.

COUNSELING AND PSYCHOLOGICAL SERVICES

1. Continuous assessment and evaluation of performance and projected educational goals for each individual pupil.

2. Consultation and follow-up services with school personnel regarding the characteristics of learners and adaptations or modifications in the educational process which may be indicated to provide an individualized educational program for each pupil.

3. Individual and group counseling with pupils regarding school-related social or learning problems or educational goals.

4. Facilitating transition of pupils from special education programs to the mainstream of education or to post-school services.

5. Encouraging greater home-school cooperation through counseling with parents or leading study sessions for parents on school related issues.

6. Facilitating coordination of school and community agency services by acting as liaison personnel.

PUPILS AND ATTENDANCE

Provide consultation with appropriate school and community authorities including Police and Probation Department in matters relating to:

1. Truancy of pupils.

2. Assaultive behavior of pupils and/or adults.

3. Suspensions, exclusions and exemptions of pupils.

4. Court actions and hearings.

5. Home and community factors relating to pupils' school adjustment.

6. Protective services needed for minors.

7. Welfare and social services needed for minors and/or families.

Questions regarding these services should be referred to the Coordinator, Pupil Services, Dr. Stella Cable, 687-4874.

Chapter 11

REMEDIAL PHYSICAL EDUCATION

Physical education must be interpreted as a program of developmental activities that contribute to the individual's social, emotional, and intellectual development as well as helping meet his physical needs. Programs for the handicapped child are planned, organized, and conducted so as to provide opportunities for him to develop skill, competency, and knowledge.

DEFINITION

Remedial Physical Education is defined in the California Administrative Code, Title 5, Section 194, as:

> "Instruction of Physically Handicapped Minors in Remedial Physical Education." Instruction of physically handicapped minors in remedial physical education described in Education Code Section 18102(3)(c) (formerly called special physical education classes) is designed for eligible pupils, as defined in Section 194.1, who have physical handicaps so severe as to prevent normal participation in physical education classes or normal participation in physical education classes designed to meet the needs of pupils with minor or moderate physical defects, and to necessitate their assignment for not less than six school weeks to instruction in remedial physical education.

PLACEMENT

A pupil is eligible for assignment to classes for the physically handicapped if a licensed physician or surgeon makes a diagnosis of one or more of the following conditions:

1. Serious impairment of locomotion.
2. Severe sensory impairment.
3. Severe cardiovascular, respiratory, or glandular condition.
4. Severe postural condition.
5. Other severe physical condition.

Eligible pupils are assigned and removed from the classes of the physically handicapped in the individual school only upon the recommendation of a committee composed of the following:

(1) physician and surgeon; (2) physical education teacher; (3) nurse and health coordinator, or chairman of school health committee; and (4) a certificated employee assigned to special education, counseling, or guidance activities.

A flexible policy is followed concerning class placements. Some pupils may need a remedial physical education class during the entire period of their enrollment, while other pupils may need such placement for the minimum of six weeks.

CURRENT PROGRAMS

The program currently in operation in the special schools for the physically handicapped follows the guidelines established by the State Department of Education. In addition, the remedial physical education teacher may serve as a resource person in helping the classroom teacher to plan, organize, and present physical education instruction for all pupils in the special school.

A special physical education project has been underway in the Branch since April 20, 1969. A team of physical education specialists has formulated guidelines for a developmentally sequenced instructional program in physical education for handicapped pupils. The guidelines cover the areas of motor and movement skills, playground and recreation skills, fundamental rhythms, swimming, and physical fitness. To assist in individualizing instruction for each pupil single concept 8mm cartridge films and audio tapes have been developed.

PROGRAM OBJECTIVES

The objective of the Remedial Physical Education Program for every pupil is to provide a program of instruction in the fundamental skills in the five areas of physical education listed above. Through a program of assessment of physical abilities, the pupil is placed in a program of instruction to meet his specific needs and to help him achieve his greatest potential in physical performance. It is the intent of the remedial physical education program to emphasize skills and activities necessary for the improvement and use of the less permanently afflicted parts of the body, as well as remediation of specific deficiencies.

Questions regarding this program should be referred to the Project Coordinator, Specially Funded Program, Remedial Physical Education, Lyonel Avance, 687-4689.

Chapter 12

SPECIALLY FUNDED PROGRAMS

THE NEED FOR SPECIAL FUNDING

Specially funded programs provide additional resources from the Federal Government to improve the educational services offered to Special Education Branch pupils. Funds are provided on a grant basis for specific projects.

Any program for handicapped children can be considered compensatory in that it provides a service to compensate for a recognized handicap. Due to their handicapped condition, they are limited not only in the exploration of their immediate environment, but also may suffer from substandard home conditions, ethnic restrictions, or language deprivation. Thus, special funds have been allocated to enrich programs and services which will meet the educational needs of handicapped children.

SPECIAL EDUCATION DIVISION
FEDERALLY FUNDED PROGRAMS
1972-73

SCHOOL/PROGRAM	ESEA I	ESEA II	ESEA III	ESEA III, 306	EHA VI-B RESOUR.	EHA VI-B SPEECH	EHA VI-B TMR	EHA VI-C EARLY CHILD.	EHA VI-C DEAF-BLD.	VEA	NDEA III-A	PHYS. EDUC. P.L. 88-164
ELEMENTARY												
BANNEKER			X								X	X
BENNETT			X		X						X	X
BLEND			X		X				X	X	X	X
CARLSON			X		X						X	
EAST VALLEY			X								X	X
LOKRANTZ			X								X	X
LOWMAN			X								X	X
MARLTON	X		X	X							X	X
MCBRIDE			X								X	X
MCDONNELL	X		X				X				X	
PACIFIC BLVD.	X		X								X	X
SALVIN	X		X	X				X			X	X
SELLERY			X								X	X
SHOEMAKER			X		X						X	X
W. VALLEY TMR			X						X		X	X
SECONDARY												
CARLSON			X		X						X	
LEICHMAN			X							X	X	X
MARLTON			X							X	X	X
MILLER			X							X	X	X
NINTH			X	X	X					X	X	
WIDNEY			X							X	X	X
PROGRAMS												
EDUC. HANDICAPPED		X	X								X	
DEAF & HARD OF HRG.		X	X								X	
SPEECH & HEARING		X	X			X					X	
NON-PUBLIC	X	X	X		X							

HISTORY

With the advent of federal aid to education, the increase in available funds has encouraged the creation and development of additional innovative projects and programs for handicapped pupils. Title I of the Elementary and Secondary Education Act of 1965 funded the first federal program. The intent was to assist in the identification, prevention, and amelioration of deficiencies in fundamental academic skills, attitudes, and social skills caused by adverse environmental conditions and limited school and community experiences.

The emphasis soon changed from mere raising of achievement levels to assessment of pupil-learning disabilities and provisions for individualized, prescriptive, learning experiences. Components were added that stressed reading improvement and English as a second language. In addition, psychological and supportive services were expanded. Title I funds provided school pupils with audiological and psychological services, as well as in-service education to nonpublic school teachers of the handicapped.

Additional ESEA funds from Title II provided audiovisual materials and library books for Special Education Branch schools.

Title VI, ESEA, offered the District an opportunity to submit further innovative projects for funding. The first of a two-phase in-service training project under this title began in Summer, 1968, and the second phase has been completed. The main features of this project included the use of videotype for in-service education of Branch teachers in the areas of instructional materials, mathematics, science, programmed reading, speech and language in addition to in-service education for nonpublic school teachers of emotionally disturbed children.

RESUMES OF FEDERALLY FUNDED PROJECTS 1972-1973

P.L. 88-164, TITLE III

This program is designed to develop an information packaging and dissemination system for the Sequenced Instructional Programs in Physical Education for the Handicapped Project, and development of audio and visual media for preschool handicapped children to accompany these programs, Phase III. The project will involve pupils and teachers in the special schools organized under the Special Education Branch. When completed, curriculum materials will have been made available to the District's handicapped pupils, and to handicapped pupils throughout the fifty states.

Schools: Banneker, Bennett, Blend, Leichman, Lowman, Marlton, McBride, Pacific, Sellery, Shoemaker, Widney, East Valley, West Valley

ESEA TITLE III

Relevant Education for Urban Handicapped

Schools: All

Program: First year grant to provide services for handicapped schools and programs.

Component: Sequenced curriculum levels 9-18; Classroom Management models; Instructional Materials Delivery System; Inter-action Program Planning and Non-Public Schools Services.

ESEA TITLE II (1972-73 Program not finalized)

Schools: Educationally Handicapped, Deaf and Hard of Hearing, Speech

Program: Library Books and Audio-Visual Materials

EHA TITLE VI-C "Deaf-Blind Program"

Schools: Blend, West Valley

Program: Proposes that the District enter into an agreement with the South West Regional Laboratory-Deaf-Blind to provide curriculum, In-Service training and Parent Involvement activities for the District's Deaf-Blind population.

Components: Curriculum Development: In-Service training and Parent Involvement

NDEA, TITLE III-A

Schools: All

Program: Instructional equipment and materials to establish learning centers in the subject area of reading, mathematics and English.

Components: Equipment Acquisition
Supplies Acquisition

VOCATIONAL EDUCATION ACT

Schools: Miller, Widney, Marlton, Ninth, Blend, Gardena (integrated deaf), Regular schools (student rehabilitation), and Branch schools in the Sheltered Workshop program.

Program: Pre-Occupational programs and services to secondary-age handicapped students.

Components: Occupational Training (Work Training, Sheltered Workshops, Pre-Occupational Skills, Equipment Resources), and Guidance and Placement.

EHA TITLE VI-B "Instructional Resource Rooms"

Schools: Bennett, Blend, Carlson, Shoemaker, Ninth Street, Non-Public

Program: Establishment of Instructional Resource Centers in five schools for the Handicapped.

Components: Five Branch Centers and one non-public school center.

ESEA TITLE III, 306 "Facilitating Early Childhood Education"

Schools: Marlton, Salvin, Ninth Street, Widney

Program: Establish model early childhood centers for handicapped pupils. Includes pre-occupational training component.

Components: Early Childhood Centers and Pre-Occupational Training.

EHA TITLE VI-B — "Trainable Mentally Retarded – Instructional Delivery Model"

Schools: McDonnell Avenue

Program: Train teachers and special education aides to conduct the instructional program in an experimental situation. The use of more aides and fewer teachers than in the conventional setting is proposed.

Components: Year One: Planning and In-Service Training
Year Two: Operation

EHA TITLE VI-C — "Early Childhood"

Schools: Salvin

Program: Establishment of model early childhood program for the handicapped. A feature of the program is the involvement of non-handicapped pupils.

Components: "Option Period": reading, language, and mathematics curriculum; team teaching and parent involvement.

ESEA TITLE I

Schools: McDonnell, Pacific, Salvin, Marlton, Non-Public Schools

Program: Compensatory education program for physically handicapped pupils.

Components: Language Arts, Mathematics, Parent Involvement, Inter-group Relations, Auxiliary Service and Staff Development.

(Branch Programs and Non-Public School Programs)

Questions regarding these programs should be referred to the Coordinator, Specially Funded Branch Programs, Patrick Estes, 687-4784.

Chapter 13

SPECIAL EDUCATION HEALTH PROGRAMS AND SERVICES

Good mental and physical health are essential to the educational growth of all pupils. In programs for the handicapped, every effort is made to eliminate all limitations that are correctable and improve all other permanent impairments as much as possible. To help accomplish this objective, extensive health services are available to special education schools and programs.

SERVICES

A. Nursing services in all schools for the handicapped. A full-time school nurse in the majority of schools. A part-time nurse is available to the three schools with smaller enrollments.

B. Weekly part-time physician services to every special education school.

C. In cooperation with Crippled Children's Services of the California Department of Public Health, physical therapy and occupational therapy programs are available to all elementary schools for the physically handicapped. Therapy services are available to secondary school pupils who are physically handicapped as well as to those not attending special education schools. Physical therapy also is provided to pupils in development centers for handicapped minors.

D. Special education aides and attendants to assist pupils with physical handicaps and in classes under the direction of the classroom teacher.

E. Liaison with community medical, private, and public agencies and associations through professional committees in the Special Education Advisory Council concerning health needs of the handicapped.

CURRENT HEALTH PROGRAMS

A. Health examinations

1. To assist in the identification and eligibility for special education programs of pupils with physical handicaps.
2. To appraise the health of pupils enrolled in special education schools and programs.
3. To recommend pupils to remedial physical education and swimming programs.
4. For the health protection for all pupils.

B. Health consultation

1. With pupils both individually and through classroom health education activities
2. With parents both individually and through parent meetings and workshops
3. With school personnel both regarding individual cases of concern as well as through staff development

C. Follow-up to correct remedial defects

1. Notes on conferences with parents
2. Referrals to family medical advisors
3. Referrals to community agencies when appropriate
4. Notification of teachers and other staff personnel of secondary handicaps in order to provide pupils with proper seating in the classroom or use of specialized equipment

D. Health inspections

1. Cafeteria personnel
2. Volunteers
3. For communicable disease control
4. School plant sanitation
5. Readmissions after an absence due to illness
6. Tuberculin test surveys

E. Visual and audiometric evaluations

F. Mandated immunizations

G. School safety inspections

H. Provide for emergency illness or accidents including first aid

I. Home calls

J. Health education for school-age expectant minors

1. Pre-natal care
2. Infant and child care
3. Personal hygiene
4. Visitations and local hospital delivery facilities
5. Nutrition

K. Supervise ill pupils at school until parents can be contacted

L. Physical therapy in cooperation with Crippled Children's Services to increase physical independence of pupils through:

1. Muscle strengthening
2. Increased rate of motion of joints
3. Increased mobility
4. Increased ambulation
5. Hydrotherapy when prescribed

M. Occupational therapy in cooperation with Crippled Children's Services to increase physical independence of pupils through self-help skills necessary in every day living

1. To dress self; to feed self
2. Use fine muscles of hands in typing and craft, woodwork, food preparation and serving, using both one-handed and two-handed activities
3. Develop splints to permit greater use of limited muscles

N. Special education attendants assist pupils who are handicapped to such an extent that they would not otherwise be able to attend school

1. With feeding needs; with bathroom needs
2. With locking and unlocking of braces; with outdoor wraps when necessary

3. With moving children from wheel chairs to classroom chairs or standing tables when indicated
4. With toilet training of young children (on a limited basis)
5. With moving handicapped children to and from the bus-loading dock and to various rooms within the school plant
6. On school grounds to assist pupils when necessary because of excessive heat, brightness, or safety of pupils
7. On field trips and school journeys

O. Special education aides assist pupils who are handicapped in classroom situations under the direction of the teachers. Aides are more directly involved with the educational program; however, they also assist in many of the activities of the attendants when the latter are not available.

P. Additional health services are available as requested. For example, the following services are provided:

1. Audiologist
2. Dentist and dental health program
3. Opthalmologist
4. Orthopedist
5. Otologist
6. Psychiatrist
7. Tuberculin testing

PROGRAM OBJECTIVES

A. To provide early health assessment of pupils.

B. To regularly re-evaluate the health status of pupils

C. To confer with parents, pupils and staff to best meet the needs of pupils and follow up on correctable impairments

D. To improve the health practices of pupils

E. To assure a sanitary and safe environment in special education schools

F. To refer pupils who are handicapped back to the mainstream of education in regular schools as soon as they are ready and able to return

Questions regarding these services should be referred to the Assistant Director, Dr. Dorothy Carr, 687-4778.

APPENDIX

CLASS SIZE NORMS

The nature of Special Education dictates a great deal of individualized instruction and the need for small size classes depending on the severity of the handicap. Therefore, the State Department of Education provides support for special education on a classroom basis.

The size of special day classes are prescribed in the California Administrative Code. For special day classes in the Los Angeles City Unified School District, the following approximate sizes prevail:

TYPES OF HANDICAPPED PUPILS	NUMBER OF PUPILS IN CLASS	
	Preschool/Lower Elementary (per teacher)	Upper Elementary Secondary (per teacher)
DEAF	6	8
HARD OF HEARING	8	10
BOTH DEAF/HARD OF HEARING	6	8
BLIND	8	10
PARTIALLY SEEING	10	12
BOTH BLIND/PARTIALLY SEEING	8	12
ORTHOPEDIC/OTHER HEALTH IMPAIRED	12	16
APHASIC	6	8
OTHER PHYSICALLY HANDICAPPED	20	20
SPEECH/HEARING	90	90
TRAINABLE MENTALLY RETARDED	12	12
EDUCATIONALLY HANDICAPPED	12	12
REMEDIAL PHYSICAL EDUCATION	65 – 100	65 – 100
TELECLASS	16	16
HOME AND HOSPITAL	12 – 16	12 – 16
PREGNANT MINORS	20	20

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DIVISION

TEACHER ALLOTMENT AND PUPIL ENROLLMENT IN
ALL SPECIAL EDUCATION PROGRAMS

1961-1972

PUPILS' PRIMARY HANDICAP	1961		1962		1963		1964		1965		1966	
	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL
DEAF/HARD OF HEARING	52	538	56	571	59	593	59	604	63	625	67	643
ORTH. HANDICAPPED/ OTHER HEALTH IMP. INCLUDING CYESIS	134	2,342	144	2,435	147	2,543	152	2,755	165	2,803	181	2,961
SPEECH	69	11,580	66	12,163	79	12,102	87	10,845	95	8,366	102	8,900
BLIND/PARTIALLY SIGHTED	24	242	39	362	40	382	40	385	39	380	41	389
APHASIC-INCLUDES MH & DEAF/BLIND	–	–	–	–	–	–	–	–	2	14	2	13
TRAINABLE MENTALLY RETARDED	3	36	9	180	9	177	9	178	18	358	18	387
DEVELOPMENT CENTERS FOR HANDICAPPED MINORS	–	–	–	–	–	–	–	–	–	–	2	20
EDUCATIONALLY HANDICAPPED	–	–	–	–	–	–	1	12	12	121	17	159
DRIVER EDUCATION	–	–	–	–	–	–	–	–	–	–	–	–
REMEDIAL PHYSICAL EDUCATION	–	–	–	–	–	–	–	–	–	–	–	–
TOTALS	282	14,738	314	15,711	334	15,797	348	14,779	394	12,667	430	13,472

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DIVISION

TEACHER ALLOTMENT AND PUPIL ENROLLMENT IN
ALL SPECIAL EDUCATION PROGRAMS

1961-1972

PUPILS' PRIMARY HANDICAP	1967		1968		1969		1970		1971		1972	
	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL
DEAF/HARD OF HEARING	68	629	74	682	91	728	103	698	97	837	83	795
ORTH. HANDICAPPED/ OTHER HEALTH IMP. INCLUDING CYESIS	200	3,188	211	3,149	215	3,040	239	3,149	247	3,167	212	3,096
SPEECH	107	9,108	109	9,716	117	10,053	127	10,954	132	11,329	150	12,013
BLIND/PARTIALLY SIGHTED	41	406	42	421	55	456	43	421	50	431	48	513
APHASIC-INCLUDES MH & DEAF/BLIND	2	12	2	11	4	8	3	13	16	89	21	113
TRAINABLE MENTALLY RETARDED	27	524	37	616	76	1,087	90	1,073	121	1,388	137	1,551
DEVELOPMENT CENTERS FOR HANDICAPPED MINORS	3	28	5	58	6	60	6	60	6	60	6	60
EDUCATIONALLY HANDICAPPED	19	193	24	233	36	355	56	610	95	970	144	1,652
DRIVER EDUCATION	–	–	2	182	5	362	5	312	8	525	13	1,150
REMEDIAL PHYSICAL EDUCATION	–	–	–	–	–	–	11	996	16	2,019	26	2,821
TOTALS	467	14,088	506	15,068	605	16,149	683	18,286	788	20,815	860	23,764

RECRUITMENT OF PROFESSIONAL PERSONNEL

Selection Process

Selecting and assigning of Special Education Branch personnel is on the basis of qualification and fitness. New personnel are elected into categories based upon the employment standards of the District. Candidates are screened and evaluated on a merit basis relative to possession of qualities and abilities essential to working with exceptional children. Prior teaching, related employment, appropriate preparation and training are important considerations. Permanent status is granted upon satisfactory completion of a three year probationary period. Physical and mental fitness as evidenced by a certificate from the Health Services Branch of the Los Angeles City Unified School District is required. Teachers may be assigned full time (on a Contract/Temporary basis) in place of a teacher on leave or as probationary teachers. There is no advance earned toward tenure in this temporary status.

Credentials

Minimum standards for teachers in the Special Education Branch programs are influenced primarily by State credential requirements. A valid California credential with authorization to serve as a teacher of exceptional children in a specialized preparation area such as mentally retarded, blind and partially seeing, deaf and hard of hearing, orthopedically handicapped, or speech correction is required.

Classified Personnel

The Special Education Branch employs Attendants, Special Education Aides, and Noon Duty Aides, who work with students in schools and programs for the handicapped. These positions are filled through a competitive examination and establishment of an eligibility list. Job descriptions and applications may be obtained by contacting the Classified Personnel Offices of the Los Angeles City Unified School District.

Professional Advancement

The staff is encouraged to participate in special programs and to apply for grants which provide for professional advancement. Opportunity is also provided for participation in faculty workshops, clinic conferences and professional meetings of educational and related professional groups. Application for professional appointments is encouraged.

Staff Training and Development

The Special Education Branch provides for planned staff development at elementary and secondary levels which include teacher-training, in-service education and leadership training for personnel and orientation for new teachers.

FOR FURTHER INFORMATION

Inquiries regarding application for positions in the Special Education Division of the Los Angeles City Unified School District should be directed to:

Personnel Specialist, Special Education Division
Los Angeles City Unified School District
450 North Grand Avenue
Los Angeles, California 90012
Telephone: (213) 687-4756

DATELINE HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION IN THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

YEAR	PROGRAMS FOR THE BLIND
1917	Classes for the Blind
1926	Blind and Sight Saving classes became Frances Blend School (1952)
1950	Adams, John, Jr. High School, special day classes for the Blind
1961	Organization of classes for the Visually Handicapped as integrated classes
1964	Teacher Aides for the Blind
1964	Mobility Training for the Blind, Marshall High*
1966	Partially seeing class for Educable Mentally Retarded, Lockwood (Elementary)
1970	Orientation and Mobility classes for the Blind (Elementary and Secondary)

YEAR	PROGRAMS FOR THE DEAF
1898	Classes for the Deaf (Elementary)
1914	Classes for Deaf and Hard of Hearing (Secondary)
1939	School for the Deaf and Hard of Hearing*
1941	Bennett, Mary E., School for the Deaf (Elementary – Oral Communication)
1953	Hyde Park Boulevard School for the Deaf (Elementary)*
1961	Integrated classes for Hard of Hearing (Elementary)
1963	Total Communication Method classes at Pacific Blvd.
1964	Teacher Aides for the Deaf
1967	Marlton School for the Deaf (total communication)
1968	Deaf-Blind classes
1969	Integrated classes for the Deaf (Elementary)
1972	West Valley Program for the Deaf

*Now Closed

YEAR	PROGRAMS FOR THE ORTHOPEDICALLY HANDICAPPED AND OTHER HEALTH IMPAIRED
1927	Classes for the Crippled and Delicate
1933	School for the Crippled (Secondary)
1936	Washington Boulevard School, Handicapped (Elementary) (Sophia Salvin School)
1939	School for the Crippled (Secondary)*
1941	Widney, Joseph Pomeroy, High School, Handicapped
1945	Pacific Boulevard School, Handicapped (Elementary)
1949	Lowman, Charles LeRoy, Handicapped (Elementary)
1950	Shoemaker, Harlan, School, Handicapped (Elementary)
1955	Valley Branch of Widney High School, Handicapped*
1960	Harbor Branch of Widney High School, Handicapped*
1961	Lokrantz, Sven, School, Handicapped (Elementary)
1961	Sellery, C. Morley, School, Handicapped (Elementary)
1964	Miller, Joaquin, High School, Handicapped Formerly Valley Branch of Widney High School
1965	Integrated class for the Physically Handicapped Apperson St. (Elementary)
1965	Miller High School, Handicapped, became six-year secondary school
1966	McBride, James J. School, Handicapped (Elementary)
1970	McDonnell Avenue School – Opened classes for physically handicapped

DATELINE HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION
IN THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
(Continued)

YEAR	OTHER PROGRAMS
1904	Welfare classes for the Maladjusted
1921	Classes providing speech correction
1958	Head Attendants
1964	Teacher Aides
1964	Class for Educationally Handicapped, Teacher Training, California State College at Los Angeles – Branch of Pacific Boulevard School
1965	Driver Training, Widney High School and Miller High School, Handicapped
1965	Class for the Aphasic children Pacific Blvd. (Elementary)*
1965	Educationally Handicapped class at California State College at Los Angeles transferred to Los Angeles County Schools Offices
1965	Contractual cooperative program with California State College at Los Angeles – Teacher Training
1965	Consultants for Special Education
1965	Classes at Children's Rehab. Center-Branch of Pacific
1966	Educational Handicapped Tutorial Programs (Elementary and Secondary)
1967	Educationally Handicapped Learning Disability Group (Elementary)
1967	Remedial Physical Education
1969	Special Education Executive Council and Advisory Council
1971	Resource Teachers
1972	Educationally Handicapped – 144 Classes
1972	Director, Special Education Branch became Assistant Superintendent for Special Education
1972	Communication Classes – Under Speech and Hearing

*Now Closed

YEAR	DEVELOPMENT CENTERS FOR HANDICAPPED MINORS (DCHM)
1966	Child Development Center for Handicapped Minors (Lowman)
1968	105th Street Development Center (Sellery)
1972	McDonnell Class

	HOME AND HOSPITAL TEACHING
1920	Classes on Old Singleton Stable founded by Dr. Lowman – Champion of treatment of the whole child, and of community involvement with the Handicapped
1921	Orthopaedic Hospital-School constructed, School founded
1922	First Hospital-School built, Orthopaedic Hospital School
1923	Hospital teaching at L.A. County Hospital (Elementary)
1925	First Graduation at Orthopaedic Hospital School
1925	Dr. Lowman and Committee persuades State to give ADA funding to schools for time students are absent for medical reasons
1925	Hospital classes at Olive View Hospital, Secondary classes established in 1930 and name changed to Joaquin Miller. Reorganized and became branch of Widney High School in 1961.
1926	Hospital classes at Olive View Hospital (Elementary)
1930	Home Teaching
1945	Children's Rehab. Center classes
1945	Children's Hospital became Berenice Carlson School for the Handicapped (1952)*
1945	Maternity Center classes

DATELINE HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION
IN THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
(Continued)

YEAR	HOME AND HOSPITAL TEACHING (Continued)
1950	Hospital teaching at Harbor General Hospital – Branch of Shoemaker (Elementary)
1952	Hospital classes at Shriners Hospital – Branch of Washington Boulevard (Elementary)
1961	U.C.L.A. Medical Center – Branch of Washington Blvd. (Home and Hospital)
1961	Ben Meyer Rehabilitation Center class – Branch of Washington Boulevard, Handicapped (Elementary)*
1963	Teleclass Program (Elementary and Secondary)
1963	Educationally Handicapped class, Children's Psychiatric Unit, Los Angeles General Hospital Branch of Pacific Boulevard (Elementary)*
1970	Carlson, Berenice, Hospital School
1972	Classes at Kaiser-Sunset
	SPECIALLY FUNDED PROGRAMS
1965	NDEA Funded Program
1965	ESEA – Title I
1966	Federally Funded Programs (Elementary and Secondary) Education Act, Title I
1968	ESEA – Title VI
1969	ESEA – Title III
1969	Physical Education for the Handicapped Sequenced Instructional Programs – PL 88-164 as amended
1970	Vocation Education Act included handicapped
1970	Early Childhood Unit – Salvin
	SPECIAL SERVICES FOR HANDICAPPED PUPILS
1945	Liaison established with State Department of Rehabilitation

*Closed

YEAR	SPECIAL SERVICES FOR HANDICAPPED PUPILS (Continued)
1953	Student Rehabilitation Advisement Service
1964	Occupational Training Program
1965	Educationally Handicapped class, Sylvan Park (Elementary)
1965	Vocational Counseling
1968	Assessment Service Program
1972	Full-time Occupational Education Consultant for Deaf and Hard of Hearing Program
1972	Name change from Student Rehabilitation and Occupational Training to Occupational Education for the Handicapped
	PROGRAMS FOR THE MENTALLY RETARDED
1917	Classes for the Mentally Retarded
1960	Pilot Trainable Mentally Retarded classes
1961	Child Development Centers (Trainable Mentally Retarded) in all schools for physically handicapped
1965	San Fernando Valley State College – Branch of Lokrantz School – Classes for the Trainable Mentally Retarded, Other Programs
1966	McDonnell Avenue School, Trainable Mentally Retarded (Elementary and Secondary)
1968	Harbor South School for Trainable Mentally Retarded (Elementary) (now Banneker)
1970	East Valley School (Trainable Mentally Retarded)
1970	Ninth Street School (Secondary Trainable Mentally Retarded)
1971	West Valley School (Elementary Trainable Mentally Retarded)
1971	Leichman, Diane S. School (Secondary Trainable Mentally Retarded)
1972	Full-time consultants for Trainable Mentally Retarded
1972	Outdoor education for Trainable Mentally Retarded

BIBLIOGRAPHY

SPECIAL EDUCATION DIVISION PUBLICATIONS

STATUS "68"	Report of the Special Education Branch of the Los Angeles City Unified School District; June 1968.
OCCUPATIONAL EDUCATION FOR THE HANDICAPPED	Program report of the Occupational Education Department of the Special Education Branch; 1970-72.
DRIVER EDUCATION FOR THE HANDICAPPED	A summary of Driver Education services offered in the Special Education Division; (Available in Winter of 1972).
SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED	Available from the Remedial Physical Education Department, ($5.25).

STATE PUBLICATIONS

Write to: California State Department of Education
721 Capitol Mall
Sacramento, California 95814

A complete list of California Department of Education Publications is also available.

1. Programs for the Trainable Mentally Retarded in California Public Schools, 1966.
2. DIRECTORIES OF SPECIAL EDUCATION PROGRAMS IN CALIFORNIA as follows: (Lists locations of schools and programs by Counties, addresses and phones, administrators, number of classes and students in each program).
    a. Programs for Orthopedic and Other Health Impaired Children – Northern California.
    b. Programs for Orthopedic and Other Health Impaired Children – Southern California.
    c. Directory of Educational Programs for Pregnant School Age Girls – Northern California.
    d. Directory of Educational Programs for Pregnant School Age Girls – Southern California.
    e. Programs for Visually Handicapped Children and Youth – Northern California.
    f. Programs for Visually Handicapped Children and Youth – Southern California.
    g. Programs for Deaf and Hard of Hearing – Northern California.
    h. Programs for Deaf and Hard of Hearing – Southern California.
3. Laws & Regulations Relating to Education and Health Services for Exceptional Children in California, 1969.
4. Statewide Planning for Education of the Deaf, 1970.
5. Home and Hospital Instruction in California, 1969. ($0.60)
6. California State Schools for Children With Cerebral Palsy.
7. Education of Visually Handicapped in California Public Schools, 1970. ($0.85)

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ERNEST P. WILLENBERG
Assistant Superintendent
Special Education